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ABSTRACT

The Third International Conference on Adult Education, organized by UNESCO, met to: (1) examine the trends in adult education during the last decade; (2) consider the functions of adult education in the context of life-long education; and (3) review the strategies of educational development in regard to adult education. The final report of this conference contains: (1) introduction: background and scope of the conference; (2) general report; (3) summary and main conclusions--concerning education and human needs, participation, use of the mass media, administration, organization and finance, and international cooperation; (4) reports of the commissions; and (5) recommendations--concerning, among other items, national policies for adult education, the aims of adult education, equal access to education for Women, learning opportunities for the underprivileged, international action against illiteracy, and training of adult education personnel. Presented in the annexes are the agenda, opeining speeches, statement by the Director-General at the close of the general debate, closing speeches, list of documents, list of participants, and list of officers of the Conference and commissions. (KM)

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Final Report

Third International Conference on Adult Education

Convened by Unesco

Tokyo,
25 July - 7 August 1972

Unesco

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PREFACE

In pursuance of resolution 1.31 (a) adopted by the General Conference at its sixteenth session (October-November 1970), the Third International Conference on Adult Education was organized by Unesco.

The purpose of the Conference was to:

"(i) examine the trends in adult education during the last decade;

(ii) consider the functions of adult education in the context of life-long education; and

(iii) review the strategies of educational development in respect of adult education".

The Final Report of the Conference is reproduced in this document.

TABLE OF CONTENTS

I. INTRODUCTION: BACKGROUND AND SCOPE OF THE CONFERENCE 7

II. GENERAL REPORT 11

III. SUMMARY AND MAIN CONCLUSIONS 17

IV. REPORTS OF THE COMMISSIONS 21

1. Report of Commission I 21

2. Report of Commission II 29

V. RECOMMENDATIONS 39

ANNEXES

I. Agenda 59

II. Opening speeches 61

III. Statement by the Director-General at the close of the general debate 69

IV. Closing speeches 75

V. List of documents 81

VI. List of participants 83

VII. List of officers of the Conference and Commissions 99

I. INTRODUCTION: BACKGROUND AND SCOPE OF THE CONFERENCE

Background

1. The Third International Conference on Adult Education, organized by the United Nations Educational, Scientific and Cultural Organization, was held in Tokyo from 25 July to 7 August 1972, thanks to the gracious hospitality of the Government of Japan.

2. The Conference, convened in pursuance of resolution 1.31 adopted by the General Conference at its sixteenth session in Paris, had the following terms of reference:

"(i) to examine the trends in adult education during the last decade;

(ii) consider the functions of adult education in the context of life-long education; and

(iii) review the strategies of educational development in respect of adult education".

3. Out of all the Member States and Associate Member States and non-Member States of Unesco which were invited, 82 Member States and three non-Member States sent delegations to participate in the Conference. The Conference was also attended by representatives from four organizations of the United Nations system and observers from one intergovernmental organization and 37 international non-governmental organizations. (The list of participants is in Annex VI.)

Preparation of the Conference

4. The present Conference was the third of its kind. The first international conference on adult education was held in Elsinore, Denmark in 1949, and the second in Montreal, Canada in 1960.

5. The two preceding conferences had played an outstanding part in fostering the development of adult education in Member States. The Elsinore Conference, held in 1949, when the world was still recovering from the devastation caused by the Second World War, marked a momentous stage in the evolution of official and professional thinking about the aims and application of adult education and also stimulated an unparalleled amount of international co-operation during the 1950s. The Montreal Conference, which assembled after a decade of tumultuous social, political and economic change throughout the world, laid the foundations for a steady expansion of adult education services during the 1960s and made a vital contribution to the emergence in many countries of professional cadres of adult educators.

6. In preparing for the Tokyo Conference, Member States were encouraged, in accordance with the wish expressed by the General Conference at its sixteenth session, to appoint working groups or to institute national inquiries for the purpose of providing basic information on the present status and scope of adult education, presenting their views on future prospects and furnishing information about flourishing forms of international co-operation. Working groups were formed in 38 Member States, of which 28 submitted detailed reports to the Secretariat.

7. In July 1971, the Unesco Secretariat sent a questionnaire to all Member States and Associate Members of Unesco requesting information about key aspects of the provision and practice of adult education and its relationship to national systems of education and to national, socio-cultural, economic and political objectives. The Secretariat received replies from 88 Member States and one Associate Member. Some of the replies were exceptionally comprehensive.

8. In preparation for the Conference, Unesco National Commissions, international non-governmental organizations and national associations and institutions arranged meetings and seminars. As an outcome of such meetings there emerged a number of special studies and reports on themes germane to the education of adults.

9. In the aggregate these various preparatory measures generated much debate, both within countries and internationally, and produced an imposing array of source material about current trends and problems.

10. The two most recent sessions of the International Advisory Committee on Out-of-School

Education, which met in December 1970 and in February 1972 respectively, were largely devoted to discussing plans for the Conference and to modifying and amplifying the material contained in the Conference documents.

11. On the basis of (a) material culled from the questionnaire replies (b) the reports of the national working groups and (c) advice received from the International Advisory Committee, the Unesco Secretariat prepared the following two main documents for the Tokyo Conference:

UNESCO/CONFEDAD/4 - A Retrospective International Survey of Adult Education: Montreal 1960 to Tokyo 1972

UNESCO/CONFEDAD/5 - Adult Education in the Context of Life-Long Education.

The complete list of Conference documents appears in Annex V.

Opening of the Conference

12. The inaugural ceremony of the Conference took place at 11.00 a.m. on 25 July at the Providence Hall, Tokyo Prince Hotel, Tokyo, in the presence of His Excellency Mr. Kakuei Tanaka, Prime Minister of Japan, and His Excellency Dr. Osamu Inaba, Minister of Education of Japan and a distinguished gathering. In his inaugural address, His Excellency Mr. Kakuei Tanaka welcomed the delegates to Japan and pointed out that the Conference was taking place on the centennial of the foundation of the formal school system in Japan. He said that the basic problem now is what educational opportunities can be provided in all of the different settings of human life, including home, school community and place of work. The full text of the speech is reproduced in Annex II.

13. In his opening address, Mr. René Maheu, Director-General of Unesco, thanked His Excellency Mr. Kakuei Tanaka and the Government of Japan for their most generous hospitality and extended a warm welcome to all the official delegates and observers who had come from the four corners of the world. He then made an important statement relating to the status and rôle of adult education. The full text of the speech is given in Annex II.

Organization of the work of the Conference

14. The heads of delegations held an informal meeting on 25 July in order to discuss the election of the members of the Steering Committee of the Conference. The Conference then assembled for its first plenary meeting. By acclamation, His Excellency Mr. Toru Haguiwara (Japan) was elected President of the Conference.

15. Acknowledging the honour conferred upon him the President reminded delegates of the purpose for which they had come together and asked for their co-operation in making the Conference a great success.

16. Under Agenda item 3, the Conference unanimously adopted its Rules of Procedure (UNESCO/CONFEDAD/2) with two amendments to Rules 2.1 and 5.1. Under Agenda item 4, the Conference elected unanimously as its Vice-Presidents: Dr. Raúl H. Di Blasio (Argentina), Professor Stefan Chochol (Czechoslovakia), H.E. Coronel Vicente Anda (Ecuador), Mr. André Basdevant (France), Professor Dr. Wilhelm Hahn (Federal Republic of Germany), Mr. Lajos Sárdi (Hungary), Hon. Lucas Ngureti (Kenya), Mr. Salem Shweihdi (Libyan Arab Republic), H.E. Alhaji Shettima Ali Monguno (Nigeria), H.H. Prince Khaled ben Fahad ben Khaled (Saudi Arabia), Mr. Lamine Diack (Senegal), Professor Alexei Markouchevitch (USSR), Mr. C.W. Rowland (United Kingdom), and Dr. Robert M. Worthington (United States of America).

Mr. Lars Olof Edström (Sweden) was elected Rapporteur-General.

17. The Conference then unanimously adopted its Agenda (UNESCO/CONFEDAD/1) and decided to establish two commissions. Constituted as Commission of the whole, the Conference unanimously elected H.E. Mr. Nasser Movafaghian (Iran), as Chairman of Commission I and Hon. Peter Nicholson (Canada) as Chairman of Commission II.

18. The Steering Committee of the Conference was thus constituted, comprising the President, the 14 Vice-Presidents, the Rapporteur-General and the Chairman of the two Commissions.

19. Consideration of Agenda item 8 - "Policies for the development of adult education" - was assigned to the two Commissions as follows:

Commission I: Agenda item 8.1 - "Planning, administration and financing".
Agenda item 8.4 - "Development of adult education through international co-operation".

Commission II: Agenda item 8.2 - "New methods and techniques; utilization of the major communication media".
Agenda item 8.3 - "Mobilization and training of personnel required for the expansion of adult education".

The two Commissions considered the Agenda items assigned to them on Friday, 28 July through Wednesday, 2 August and adopted their reports on Saturday, 5 August.

20. Consideration of Agenda items 6 and 7 - In plenary meeting the Conference discussed Agenda item 6, "Main trends in adult education during the last ten years (Analysis and major problems)" together with Agenda item 7, "Adult education as a factor in the democratization of education and in economic, social and cultural development - its rôle and place in integrated educational systems within the context of life-long education" on Tuesday, 25 July through Thursday, 27 July inclusive. It considered the report summarizing the debate on items 6 and 7 and then proceeded to adopt the recommendations thereon on Thursday, 3 August.

21. Observations were made by several delegations about the composition of the Conference, but the Conference considered that it had no competence in this matter.

22. The delegates present at the Conference offered their warm congratulations to the delegation of Peru for the 150th anniversary of its country's independence, following the proposal of the delegate of Brazil seconded by the delegate of Argentina. Similarly, on the occasion of the 12th anniversary of the independence of the Ivory Coast, cordial congratulations were expressed by the Conference at the suggestion of the delegate of Senegal.

23. The President, on behalf of the Conference sent a telegram to the Prime Minister of Belgium on 1 August expressing the condolences of the Conference on the death of Mr. Paul Henry Spaak, first President of the General Assembly of the United Nations, who devoted his life to the promotion of world peace and the development of education.

24. During the Conference an International Display on Adult Education was arranged by the Japanese National Commission for Unesco, in which 23 countries and six international organizations participated. Further, under the sponsorship of the National Federation of Unesco Associations in Japan and the Asia Times Inc. an International Educational Exhibition entitled "New Media for Education" was arranged, and the Nippon Telegraph and Telephone Public Corporation specially organized an exhibition and demonstration of advanced telecommunication media for use in adult education.

Conclusion of the Conference

25. The Conference, meeting in the concluding plenary on Monday, 7 August, received the reports of the two Commissions, which were presented by their Rapporteurs. The Rapporteur-General's report was discussed and following amendments to the introductory part, was adopted by the Conference. The draft recommendations tabled by the Rapporteurs of the two Commissions were then put to the Conference by the President, and after discussion and amendment the recommendations were adopted by the Conference in the form in which they appear in Part V of this report. Finally the President introduced the First Closing Resolution, which was adopted. The report of the Conference was then adopted by acclamation.

26. His Excellency Osamu Inaba, Minister of Education of Japan, addressed the Conference. He spoke about the impressive earnestness with which the participants had conducted the discussions and said "We have to take a strong step forward at this stage in order to move from too much intellectual training to education of the all-round personality and from attaching too much importance to school education to life-long education" and expressed his gratitude that the Third International Conference took place in Japan at such a significant time for his country. The full text of this address is reproduced in Annex IV.

27. In his closing speech (see Annex IV), the Director-General said that the Conference had taken place in a frank and friendly atmosphere, attributable to the goodwill shown by all concerned and to Japanese hospitality. He noted that a consensus on a certain number of essential facts and ideas had emerged from the discussions, and he went on to draw up an interim balance sheet of the Conference's work, both in intellectual and in practical terms. In conclusion, he told the Conference how he intended to give effect to its conclusions and about the measures which would be necessary to implement those of its recommendations which were addressed to Unesco.

28. Before the Conference was declared closed by the President, the Conference adopted by acclamation the second closing resolution moved by the delegation of Australia and supported in closing speeches made on behalf of all delegates by the heads of delegations of Libya, Nigeria, Colombia, Indonesia, Federal Republic of Germany and USSR.

First Closing Resolution

The Conference,

Convened by Unesco in Tokyo from 25 July to 7 August 1972,

Having adopted the report of the results of its work, including the recommendations,

Authorizes the Director-General to publish the report after such editing as may be needed and circulate it to the Member States of Unesco, the United Nations and the Specialized Agencies, as well as to the interested international governmental and non-governmental organizations.

Second Closing Resolution

The Conference,

Assembled in Tokyo from 25 July to 7 August 1972 conveys its gratitude:

to the Government and people of Japan for their generous and cordial hospitality;

to His Excellency Mr. Kakuei Tanaka, Prime Minister of Japan, for honouring the Conference by his personal participation in it;

to His Excellency Mr. Osamu Inaba, Minister of Education of Japan, for the interest he has shown in the Conference and for the most efficient services provided for the Conference by the members of the staff of the Ministry of Education, in particular those of the Secretariat of the Japanese National Commission;

to His Excellency Mr. Toru Haguiwara, President of the Conference, for the amiable and competent manner in which he has presided over the proceedings of the Conference; and

to Unesco for having convened this Conference in Tokyo and to the Director-General of Unesco for the competent services rendered by the Secretariat both in the preparation and in the organization of the Conference.

II. GENERAL REPORT

1. In its discussions of Agenda items 6 and 7, the Conference had available Chapters I and II of the main working document Adult Education in the Context of Life-Long Education (UNESCO/CONFEDAD/5). The Conference also had before it the reference document A Retrospective International Survey of Adult Education - Montreal 1960 to Tokyo 1972 (UNESCO/CONFEDAD/4) as well as the Annotated Agenda (UNESCO/CONFEDAD/3).

Agenda item 6 - Major trends in adult education during the last ten years (Analysis and major problems)

Introduction

2. Since the Montreal Conference on adult education in 1960 technological development and economic growth in many parts of the world has entailed a serious deterioration of the environment and has led to increasing problems of urbanization. These and associated matters have emphasized the urgent need to understand and control more fully the consequences of change. Adult education has therefore been more and more called upon to contribute to a solution of such issues.

3. During the 1960s the world has also witnessed the emergence of a large number of new States formerly under colonial rule whose needs and problems have become an international factor of major importance. As outlined in the Conference reference paper "A Retrospective International Survey of Adult Education" (CONFEDAD/4), this has led during the last decade to the focusing of much more attention on the adult education requirements of these countries, particularly in respect of literacy and rural development.

4. The present Conference noted that almost everywhere in the world there had also been a growing public awareness of the importance of adult education, an increasing acceptance of the concept of life-long learning and more co-ordination of adult educational services at the national level. In addition, there had been a marked increase in the numbers of people participating in adult education programmes. The scholarly status of adult education had won recognition.

5. The years following the Montreal Conference also saw the inclusion of adult education programmes in national development plans.

Integration with the formal education system

6. At the time of the Montreal Conference there existed in many countries what in practice amounted to two parallel systems of education: the formal educational system on the one hand and the education of adults on the other. During the sixties a gradual integration between the two began to take place. There were often close links: for example, adult education was called upon to help solve such problems relating to youth as the incidence of school drop-out and unemployed school leavers.

Development of the functional aspects of adult education

7. The Conference stressed the functionality of adult education in relation to the lives of individuals and the needs of society. Possibly the most noteworthy example of this was the launching of functional literacy projects in many Member States attending the Conference. The concept of functional literacy, adopted in Teheran in 1965, had rapidly led to the establishment of UNESCO/UNDP supported functional literacy projects in some dozen countries and similar projects elsewhere. But a narrow economic interpretation of functionality was not typical of the majority of these programmes. It was clear that functionality should be taken to imply an integration of literacy training - and adult education as a whole - into society, so as to answer to cultural and social needs as well and to make it possible for the learner to participate in the life of society and to change it from within. Many speakers expressed their disagreement altogether with the use of the word functional literacy, as this was understood by them

to indicate that the object of literacy was to subordinate the adult to economic mechanisms and to production alone, without stressing the element of participation and social and cultural involvement. There was thus a consensus in the Conference regarding the actual meaning of an integrated approach to literacy and adult education but a difference of opinion on the term used to describe it.

8. The experience of countries that had already wiped out illiteracy was that there was a close connexion between the social and economic reformation of society and the level of literacy. Literacy was understood to be an element of nation-building in that it gave adults the necessary communication skills for acquiring such knowledge and training as would enable them to increase their productivity and to participate more effectively in decision-making at all levels. The desirability of teaching literacy in local languages and of providing more follow-up materials for newly literates was emphasized.

9. In discussing literacy projects the Conference noted that recent efforts to eradicate illiteracy had led to significant successes. Despite this, however, the number of illiterates in the world was rising. But for the achievement of national literacy, the full-scale mobilization of national resources was essential. The Conference also took note of the importance of science and technology for functional adult education; of all the forces for change in society, science made the greatest impact and education had therefore to respond more swiftly to signals from this field.

10. Education should combine practice and theory work with learning. The link between economic development and education had been particularly strong in the sixties. The rising unemployment and the dislocation of labour due to technological change in a number of countries had been countered by, inter alia, the initiation of occupational retraining schemes, in-service training within industry had grown and co-operatives and rural training centres had greatly extended their educational activities. Through night schools, correspondence education and other means, adults had been afforded an opportunity to study without giving up their work. Paid educational leave and part-time study release was being practised in some countries. Immigrant education and education for ethnic minorities was being provided.

11. The social and cultural needs of man were being increasingly highlighted. "Rôle education" and activities related to the civic and extra-professional life of the individual were playing a prominent part in many national programmes of adult education. Such institutions as community schools, through which the community and education interact, were being established in both industrialized and developing countries.

12. The importance of adult education in relation to environmental and population problems was emphasized, with various delegates stressing the crucial nature of these issues.

The study of adult education

13. A remarkable number of special university departments of adult education and institutions were formed in the sixties. Adult education also began to emerge as a separate discipline. Experiments and research in adult education were being carried out.

14. Many institutions of higher education now offered degree, diploma and certificate courses in adult education. There was still, however, a great demand for more professionally trained adult educators.

Administration and finance

15. It was stressed that the diversity and scope of the many institutions catering for the education of adults entailed some form of national co-ordination, either by a single ministry or by an inter-ministerial board including representatives of all the agencies concerned. At the same time, undue centralization of the execution of adult education programmes could be harmful. In many countries, steps ahd been taken to delegate the planning and supervision of adult education services to provincial, local or non-governmental agencies. Particular attention was drawn to the important contribution of voluntary organizations, trade unions and popular movements and the need for them to have complete freedom of movement. The military services could sometimes play a significant rôle in the education of adults.

16. Statutory support for adult education and increasing financial funding from public sources was yet another noteworthy feature of the post-Montreal period. There was still, however, far too little public money devoted to adult education. The budgetary allocations for adult education would have to rise significantly during the 1970s if lifelong education were to be made possible. The Conference pointed out that this would require wholehearted commitment to adult education by governments. The scale and method of financing would be crucial during the coming years.

17. The inadequacy of international and bilateral aid was also very apparent. For many developing countries with strained economies, where the demand for education greatly exceeded available resources, substantial international or bilateral aid held out a major hope of advancement. They did not necessarily require expensive or complicated teaching aids and materials. On the contrary, simple means could and must be used in the rural areas with which they were largely concerned.

Means and methods

18. The mass media were being used in adult education practically everywhere in one form or another. The flexibility this approach provided especially for the autonomous adult learner was one

of the reasons for the popularity of the mass media in adult education. Radio was more widely used than television, not least because of its substantially lower cost.

International exchange of ideas

19. There was general agreement that adult education conferences should be held more often than hitherto and that appropriate aspects of adult education should regularly feature on the agenda of educational conferences. Regional exchanges of ideas at regular conferences and the establishment of special regional centres were recommended.

20. The urgent need for more and better documentation and for internationally comparable statistics on adult education was expressed. Many of the terms used in adult education were also ambiguous or unclear; the Conference underlined that an international dictionary of adult education was badly required.

Agenda item 7 - Adult education as a factor in the democratization of education and in economic, social and cultural development. Its rôle and place in integrated educational systems within the context of life-long education

A. ADULT EDUCATION AS A FACTOR IN THE DEMOCRATIZATION OF EDUCATION

1. The problem of participation

21. One of the significant features of the development of adult education in the 1960s had been a considerable quantitative expansion in the number of participants in adult education programmes (cf. paragraph 22). Nevertheless, it was the experience of the Conference that an increase in numbers did not necessarily lead to democratization, although it was fully recognized that democratization could be furthered by the development of such basic skills as literacy. The people benefiting from expanding non-compulsory education were very often the already privileged; to those who had, more was given. There were in many countries vast numbers of adults who were denied educational opportunities or who did not avail themselves of the opportunities open to them. Thus, a purely quantitative expansion might well increase rather than decrease social inequalities. It was furthermore vital that adults should shape their own education in order to reach their own goals and meet their own needs.

22. The educationally underprivileged and weakly motivated adults were usually those with little or no basic education. They included such less favoured groups as isolated rural communities, migrant workers, the aged and the physically and mentally handicapped. In all such groups the often underprivileged position of women should be taken into account. The Conference touched on some of the reasons for the failure of adult education to reach the disadvantaged. Constraints mentioned were of an economic, social and cultural order.

23. One factor accounting for the failure of many people to participate was the pattern of employment. The failure of many people, particularly the young, to participate in the wider aspects of continuing education arises, inter alia, from the need to concentrate on gaining vocational qualifications for job advancement. Work in factories, workshops, offices and on farms must thus be adapted to the needs of the learning society. Inability to set aside adequate time for study or a lack of money prevented many people from participating. Conservative socio-cultural traditions sometimes inhibit participation. Belonging to certain sub-cultural groups, for example, was a further impediment to participation.

24. The Conference drew attention to the constant interaction between education and society. Social and economic policy determined the nature of the educational system which, in its turn, affected social change. New educational goals could not be reached by educational means alone. They necessitated changes outside the educational system in society at large. At the same time, a changing society presupposed a responsive and flexible system of education.

2. Means of democratization

25. In the general debate delegate after delegate emphasized the urgent need to increase the participation of the educationally underprivileged and to given them the means to take part in decision-making and to define and solve their own educational problems. One requirement was legislation regulating the right to part-time release from work without loss of pay. The unemployed too should receive training. The significance of tolerable living conditions in making study possible was stressed.

The power of mass media

26. The power of mass media and such educational techniques as correspondence instruction to reach out into homes and work places was pointed out. But these communication tools had to be used in the light of other factors no less important, among which were local initiative, group management and learner-participation in the planning and execution of adult education programmes.

Group management and local initiative

27. Adult learners should themselves be fully involved at all stages of adult education programmes. Equally important were the isolated autonomous learners and peer groups in villages, workshops

or community centres. Communal effort through the exchange of experience and ideas could be stimulating and help draw in non-participants. Group activities could engender a sense of belonging and purpose that could constitute a firm base for collective learning; education should be geared to local situations and be accessible to all.

28. In adult education practice it was now widely accepted that the concepts of "student" and "teacher" were inadequate. Instead of "teacher" the words "guide" or "counsellor" or "animateur" were increasingly being used; instead of "student", "participant". There was an ideological reason for this change: in adult education instructors and students were seeing themselves as associates, as educationists more and more came to appreciate that adults were the principal agents of their own education and that they had a wealth of experience and insights to contribute to the learning process.

29. It was suggested that it was essential to encourage initiatives by local organizations within the framework of a national policy for adult education. Implementing the concept of life-long education carried with it the necessity for such traditionally non-educational agencies as factors, firms, social action groups and ministries other than ministries of education, to take part in the planning and implementation of adult education programmes to a far greater extent than heretofore. This was also true of such other bodies with a combination of educational and other aims as trade unions and co-operatives.

30. The setting up of community schools or centres or people's universities or local cultural committees or village libraries was seen as one way of generating local initiative.

Rural development

31. Particularly in the Third World, the welfare of rural people and the related factor of agricultural production were major concerns. Although by far the larger part of the population in most of these countries dwelt outside urban centres, there was all too often a widening gap between the standard of living of the urban population and that of the rural population. People in the villages and outlying areas were often disadvantaged socially, politically, economically, culturally and not least educationally. The basic causes of this were felt by many delegations to be such factors as the system of land tenure, dependence of the countryside on economic interests in the urban centres and lack of real opportunity for the people of rural communities to participate in decision-making for society as a whole.

32. Not least for the sake of nation-building and economic development the provision of adult education for the often underprivileged rural communities of many countries was a top priority, especially from the point of view of democratization.

33. Far more educational resources should be channelled into the development of the rich and largely untapped human resources of rural communities, especially in the Third World. Environmental, social and economic factors were prominent here as elsewhere. The subsistence farmer and the landless agricultural worker, today often a victim of forces around him that he did not understand and felt he could not influence, should learn to understand and positively to influence his environment. He must be aware of the social, moral, political and economic forces moulding his society, so that he could become an active agent of change and could improve his situation.

34. The Conference took note of the close relationship between adult education for rural development and the need in many parts of the world for land reform and for radical changes in the socio-economic structures in the rural areas.

Widening the rôle of the universities and other post-secondary institutions

35. The Conference believed that the rôle of post-secondary institutions, most notably perhaps in the Third World, should be widened in response to adult needs. The universities should reappraise their relationship with society. They should to a greater extent serve also adults without a formal education and should merge more with the community as a whole.

36. One way of doing this was to permit mature adults to obtain entry to universities through special mature age entry schemes or even without possessing formal academic awards, provided that they had the requisite knowledge and skills; adults who had gained practical experience or studied outside the regular school system should be given access to higher education. For their part, the universities stood to gain from the practical insights and experiences that could be brought to bear by mature adults.

37. In developing countries, universities should determine what contribution they could make to the education of the illiterate or semi-illiterate masses. For instance, the training given by universities in adult education techniques and methods should be so designed that professional workers in rural areas knew about and could cope with the problems encountered by the local inhabitants. Research and pilot projects should be directed towards examining the educational and other needs of underprivileged groups.

38. The rôle of the universities should be enlarged to enable them to contribute particularly in a systematic manner to the periodic retraining of professional staff at all levels, both in developed and in less developed countries. This need is all the more imperative in developing countries because the scientific environment is frail and because professional staff trained abroad are on their return often cut off both from modern sources of information and from centres of advanced research.

39. University students and university staff should participate more in community affairs.

Certification and examinations

40. Formal examination systems could sometimes be an obstacle to the democratization of adult education. The Conference regarded the reform of some prevailing types of entrance examination for adults as highly desirable. The essential thing was to include and involve people, whereas many traditional forms of entrance examinations tended to select and exclude them.

B. ADULT EDUCATION AS A FACTOR IN ECONOMIC AND SOCIAL DEVELOPMENT

Adult education and productivity

41. The Conference agreed that the harnessing of human resources was an essential part of economic and social development and that adult education had a major rôle to play in this regard. Education should be an agent of change and transformation. The rapid increase in technological innovation, industrial and agricultural production today required that the working force constantly be retrained and upgraded in all occupations and at all levels. New occupations emerged as old ones disappeared. Retraining of segments of the labour force for new occupations when their jobs become redundant owing, for instance, to changes in industrial processes, was one means of resolving unemployment problems.

42. Vocational training should go further, however, than simply preparing an individual for a productive rôle. The adult should be able to share in the control of all the processes in which he was involved. The individual's other rôles in society - cultural, social, political - should therefore be borne in mind when training programmes were being planned. The object of adult education should be to develop the whole man even when for practical reasons only one skill or highly specialized knowledge had to be imparted.

43. Trade union and occupational training for industry and agriculture was also specifically mentioned as indispensable in any national system of adult education.

Adult education for national development

44. The Conference drew attention to adult education as one of the instruments of nation-building. Especially, but not only, in nations recently emerged from colonial rule adult education could help to induce a sense of national direction and purpose, weld the people together and assist them to participate more actively in public affairs.

45. National development began at the grassroots with subsistence farmers and manual workers. They must be given the tools - the knowledge and skills - with which to improve their living conditions and exert an influence on their neighbourhoods.

Literacy

46. An integral element of all adult education for nation-building was literacy. The Conference unanimously agreed that literacy was the keystone of life-long learning. The social, economic and cultural progress that had been made by several countries attending the Conference was attributed to the eradication or near-eradication of illiteracy. But literacy was only one crucial step. It was imperative that the acquisition of literacy should lead on to continuing personal development. This laid upon governments the duty to provide extensive post-literacy programmes, conceived within the framework of life-long educational systems.

47. To be an effective vehicle of development adult education must be based on applied research. And to be successful, research should incorporate findings from such cognate disciplines as sociology and psychology. Applied research must be concerned mainly with: (a) the economic and social benefits to be derived from investments in adult education, (b) teaching methods, (c) adult motivation, particularly in view of the challenge to attract hitherto unreachable adults or to sustain the interest of those already engaged in study, (d) intensive study of the barriers to learning.

C. ADULT EDUCATION AS A FACTOR IN CULTURAL DEVELOPMENT

48. The rôle of life-long education as a factor of cultural development was stressed.

49. It was stated that life-long education and cultural development cannot be separated and that they are two facets of the same problem, i.e. the building up of free men in a changing society.

50. Cultural development was defined as the harnessing of physical and mental resources of man in relation to the needs of personality and of society and was conceived as a continuing process throughout life. The orientations vary according to the criteria laid down by different countries, circles, groups or individuals.

51. There were various ways of achieving such development: the creation of new works, the preservation or the renovation of ancient works, the massive distribution of technical, scientific, artistic and intellectual productions and, above all, the active participation of peoples from all walks of life in these creative activities with the help of intermediaries or mediators emerging from the very socio-cultural groups which they are called upon to stimulate and sensibilize.

52. Thus, while attempting to satisfy the aspirations and the needs of the individuals as well as the exigencies of the economic, social and cultural development of the community, adult education has to perform a function of creation as it must contribute to the aesthetic, moral, social and civic formation of man; it must develop taste, judgement and critical sense, encourage positive attitudes

by counteracting cultural expressions, whether indigenous or external, that propagate war, violence, racialism or domination; it must bring to the forefront creative attitudes.

53. This raises a series of most varied and complex technical problems such as the building up of a suitable infrastructure (cultural centres, libraries, museums, sports clubs, audio-visual centres and so on) which becomes necessary more especially as in industrialized countries the pace of urbanization is growing fast; the training of specialized educators and cultural "animateurs"; the judicious utilization of modern means of mass information; the framing of measures designed to provide the full benefit of adult education programmes and of the organization of leisure to those groups which are relatively segregated in this respect such as aged persons and rural populations.

54. These problems are difficult as they are oriented not towards the production of goods but essentially towards action on persons - here scientific research is lagging behind action which it should precede more than in any other field. Nevertheless they may be solved by a methodical sociological research which should consider itself mainly as a guide and an auxiliary of the ultimate ethical options of cultural development.

D. THE ROLE AND PLACE OF ADULT EDUCATION IN INTEGRATED EDUCATIONAL SYSTEMS IN THE CONTEXT OF LIFE-LONG EDUCATION

55. The Conference considered that it was becoming misleading to overplay the distinctiveness of adult education, since education should be conceived as a continuous process relevant to all age groups. However, as one phase of this total process, adult education had traditionally received far less support and attention than the other phases. So long as this imbalance continued, adult education would continue to require special treatment.

56. Education not only embraced all age groups, it should leave the four walls of the traditional schoolroom and enter into society, so that every place where people gathered, worked, ate or played would be a potential learning environment. In the coming years, there would therefore be a growing need to identify and encourage the informal learning that is part and parcel of everyday life.

57. Educational counselling services for adults were referred to as an indispensable part of adult education provision.

Adult education and the school

58. To accomplish their broader aims, the schools needed to take into account the total learning environment. The community milieu more strongly influenced educational achievement than teaching standards, methods or physical facilities. The difference between good homes and bad homes, a stimulating environment and a retarding one, was more decisive than the difference between good and bad schools. The attitudes and actions of parents and other adults should thus be the common concern of school-teachers, administrators and adult educators; to provide parent education was an important function of adult education. But, of course, adult education also depended upon the schools.

59. The sharing of existing resources by adult education and the regular school was a marked trend and the Conference expressed the opinion that educational planners should take into account the specific needs of adult education when planning new schools or other educational institutions. Indeed, this was often the only way in which adult education could adequately be supported. But there were risks to be avoided owing to the traditional dependency on the school system. An integrated approach to adult education therefore must ensure the equal status of adult education. Adult education must not be absorbed by the school. Its methods were different; educational material intended for children was frequently unsuitable for use by adults.

60. The schools should prepare for life-long education. They should not be an end in themselves.

61. The Conference emphasized that in fact adult education had much to contribute to the reform of the school system. It could influence the goals and methods currently characteristic of the schools, by for instance, giving adult educators a place in educational policy-making bodies.

62. Teachers at all levels should be able to function as adult educators. Teacher-training colleges and similar institutions should accordingly provide training in adult education methods and techniques and should have proper facilities for this.

III. SUMMARY AND MAIN CONCLUSIONS

Seized of the urgent need to expand educational opportunity within integrated life-long education systems, the Conference agreed on the following:

Education and human needs

1. Education is both a product of society and an influence shaping it. Changes in society and the developmental objectives of the community therefore entail alterations in the systems of education; conversely, educational goals usually call for social, economic, cultural or political reforms. It is the duty of adult educators to identify and suggest such reforms.

2. No groups or individuals in society should be denied access to adult education. Participation should be as broadly based as possible. This requires that barriers to access should be removed and that the motivation for adults to learn be specially studied. It should be particularly noted that many adults lack the time and resources to participate in education. Paid study leave, day release and security of employment during study leave should therefore be guaranteed through appropriate legislation. Unemployed workers should have the right to occupational training and to be paid during training. Workers' education and trade union and co-operative education should be promoted. The main thrust of adult education in the 1970s in developing programmes should be to meet the educational needs of traditionally underprivileged groups in many societies. Among these can particularly be mentioned unemployed youth, premature school-leavers in developing countries, the rural population of many countries, migrant workers, the aged and the unemployed. Within these groups girls and women are often particularly disadvantaged.

3. If the access to adult education is to be widened, educational counselling services are needed. Adults must become aware of opportunities open to them and be advised on the requirements and consequences of different methods of study and of various programmes.

4. The eradication of illiteracy is a key factor in development. Literacy is a cornerstone of adult education. But it is a means to an end, not an end in itself.

5. Rural development on the scale and at the speed required in most countries calls for extensive adult education provision, especially directed at the subsistence farmer and the landless agricultural worker in conjunction with social and economic reforms. Industrial development too, carries with it a need for adult education programmes to enable the adult to participate in and help direct the scientific and technical changes involved.

6. A study and understanding of environmental issues including erosion, water conservation, pollution and population questions should be a major concern of adult education.

7. Education must be transformed from an essentially formal process into a functional one. Adult education must move out into society, merging with work, leisure and civic pursuits. As expressed at the Latin American Seminar on Adult Education, held in Havana in March 1972, this functional rôle could be defined in the following way:

8. "Functional adult education is that which, founded on the relationship between man and work (taking the word work in its broadest sense) and linking the development of the working individual with the general development of the community, reconciles the interest of the individual with those of society. Functional education therefore is that in which the individual fulfils himself within the framework of a society whose structures and whose superstructural relations facilitate the full development of human personality. Thus, it helps to produce an individual who is a creator of material and spiritual wealth, while at the same time allowing him unrestricted enjoyment of his creative work. Viewed in this way, functional adult education is, to a great extent, the aspiration of educators throughout the world who are concerned with the effectiveness of their work; its application and efficiency are hampered when there is no mutual relationship of support between the so-called sub-systems of a particular society, whereas they are considerably facilitated when such sub-systems are harmoniously intertwined and lend one another mutual support."

Participation

9. Since the participation of people at the grass-root level is essential, adult learners should play an active part in the planning, management and conduct of their own studies. Adult educators should therefore reach people in their own natural environment, so that these adults may feel secure and be genuinely motivated.

10. In order to make rewarding opportunities available for creative participation by adults in the cultural life of their communities, the cultural dimensions of adult education should receive special attention; adult education and cultural development are interdependent.

11. The conventional teacher-student relationship should become a partnership based on participation and mutual learning in which the application of knowledge and the problem-solving approach is stressed.

The use of the mass media

12. The mass media should be more extensively and expertly used to ensure economic, social and cultural development. In such use the public interest should be placed above commercial or private interests, the participation of adult learners at various levels of educational programming in the mass media should be strengthened.

Administration, organization and finance

13. Governments must be committed to adult education and should accord its status equal to that of the formal school system. Member States should therefore substantially increase their budgetary support for adult education. International agencies and organizations such as Unesco and bilateral agencies of development co-operation should devote a considerably larger proportion of their resources to adult education.

14. The strength of adult education lies in its diversity; adult education functions should be widely diffused throughout society through such institutions and organizations as trade unions, governmental bodies, enterprises, agricultural units and co-operatives. The essential rôle of voluntary organizations and popular movements in adult education should continue to be recognized by governments. They are often able to reach and involve the educationally underprivileged when statutory bodies cannot do so. Efforts should also be made to ensure collaboration between providing agencies at all levels.

15. In order to facilitate the creation of a functional system of life-long education, schools should be concerned with the whole community. The school should be viewed as only one of many learning agents. Teaching pupils how to learn should be its chief task.

16. Adult educationalists should be strongly represented on educational policy-making bodies, and teachers at all levels should receive at least some training in adult education methods and techniques.

17. The rôle of the universities in adult education should be widened. Formal university entrance qualifications based on school examinations should be waived so that mature adults with the requisite knowledge and skills, acquired through mature age entry schemes or in other ways, should have an opportunity for study. Universities should identify and carry out their research and training tasks in relation to the needs of the total society and not only privileged segments.

18. Adequate academic status should be afforded to adult education as a discipline. More professional adult educators must be trained and adult education research intensified. Such research should be problem-oriented and multidisciplinary in its approach .

International co-operation

19. International co-operation and the exchange of ideas in the field of adult education should be encouraged. In this respect, the needs and problems of the Third World should be given major attention. Special note should be taken of the close relation between adult education goals and the promotion of world peace.

20. There should be more regular and formalized consultation and collaboration between the various international agencies and bodies that have programmes of adult education. Regional meetings on adult education should be held, particularly in the Third World.

The Conference, in conclusion, emphasized:

21. Learning is life long; the education of adults and of children and youth are inseparable. But to be an effective agent of change, education must engage the active commitment and participation of adults. It should seek to improve living conditions and the general quality of life. Apathy, poverty, disease and hunger are major human evils facing the world today. They can be eradicated only by making people aware of what causes them and how to conquer them. Social improvement and adult education are thus complementary.

22. The widening gap between nations, groups and individuals constitutes the greatest moral challenge of our time. To close the gap is more than a question of social justice. In an era of ever-growing interdependence between countries and of increasing human wants, it is an economic imperative and a pre-condition of world peace.

23. This inequality is due also to the unequal distribution of knowledge. But it cannot be solved simply by enlarging existing educational facilities. Experience shows that the provision of more education in most communities tends to favour most the already well educated; the educationally underprivileged have yet to claim their rights. Adult education is no exception to the rule, for those adults who most need education have been largely neglected - they are the forgotten people.

24. Thus the major task of adult education during the Second Development Decade of the United Nations is to seek out and serve these forgotten people.

IV. REPORTS OF THE COMMISSIONS

REPORT OF COMMISSION I

1. The Commission held its first meeting on 28 July under the chairmanship of H.E. Mr. Nasser Movafaghian, Vice-Minister of Education, Iran. It elected H. E. Dr. Raúl Ferrer Perez, Vice-Minister for Adult Education, Cuba and Mr. W. L. Renwick, Assistant Director-General for Education, New Zealand, as Vice-Chairman and Mr. Marcel Hicter, Director-General for Youth and Leisure, Belgium, as Rapporteur.

2. The Commission dealt in a total of ten sessions with items 8.1 and 8.4 of the Agenda. In its discussion of these items the Commission considered Chapter III, Sections A and D of the main working paper Adult Education in the Context of Life-Long Education (UNESCO/CONFEDAD/5). It also had before it the reference document A Retrospective International Survey of Adult Education (Montreal 1960 to Tokyo 1972) (UNESCO/CONFEDAD/4), as well as the Annotated Agenda (UNESCO/CONFEDAD/3).

3. Many delegations made a point of congratulating the Director-General of Unesco on the quality of the preparatory documents of the Conference.

Item 8.1 of the Agenda - Planning, Administration and Financing

A. FORMULATION OF THE OBJECTIVES OF ADULT EDUCATION IN THE CONTEXT OF PLANNING

4. Most of the speakers felt there was a need to go beyond the philosophical formulations and statements of objectives expressed in the Plenary, the problems of planning, administration and financing being of necessity diverse, because of the very diversity of political, economic, social and cultural conditions.

5. There was, however, general agreement that the future of adult education lay within the framework of life-long education - which implied spatial continuity and accessibility (an integral whole embracing all walks of life) and temporal continuity (determination not to divide human life into disconnected slices), as distinct from schools, which, in many countries, constituted a system which was both temporally and spatially closed.

6. People must be active and not passive elements in the adult education process. This point deserved to be stressed, since the very term "adult education" and "education of adults" contained a certain ambiguity, so much so indeed that in British parlance a distinction was made between the two.

7. The following were the objectives of adult education as they emerged in the course of the debates:

(a) It was an instrument for promoting awareness, an instrument for change and socialization, not for integration in the sense of manipulation of the marginal masses, nor for imposing conformism; it was an instrument for integration in the sense that, by daily social practice, it aimed to create an educational society conscious of the values of a national sense of community, led by citizens who were developing socially along with the society in which they lived; it was, in fact, social motivation which moved the masses struggling towards literacy. It was the people in the more humble situations who needed to modify their environment by mobilizing their energies and by acquiring the resources and methods for autonomous learning. All individuals could and should be able to teach themselves and themselves be teachers.

(b) It was an instrument for preparing the individual for productive activity, offering him courses which would enable him to improve his vocational skills, in accordance with the needs of society.

(c) In addition to the above, it was a means of preparation for participation and for involvement in the management of the enterprise.

(d) It was an instrument whereby the whole man, including man at work and man at play, man in his civic, family and cultural rôles, could achieve

fulfilment; it meant bringing out and refining his physical, moral, intellectual and spiritual qualities. Adult education and cultural development were two elements of a single, overall process, and it was essential to integrate the two.

(e) It was an instrument which, by developing a desire for emancipation from both economic and cultural inferiority and alienation, prepared the way for the emergence of a liberating, genuine national culture, contributing to a new awareness of national unity.

8. The scientific revolution and its technological applications were revolutionizing production, organization and qualification requirements, and they placed man in a dynamic situation where civilization was in a permanent state of transformation. Industrial civilization, a stage from which several countries were now in the process of emerging, made straightforward use of a labour force which clocked in day after day at the factory door. In the scientific civilization, creative activity, the development of potentialities and the imagination were increasingly important. The human factor would grow in importance in direct ratio to the capacity of the technical factors. Activities which hitherto had no connexion with production now became essential: mass culture, instruction, consumption and services, public health, tourism, human relations, co-operation, leisure, a structural framework for life as a whole, happiness - all these were directly connected with the creation of the productive forces of progress.

9. Hence the importance of investing in people. Any failure to seize the opportunities available for developing creative forces became an economic waste, once man's inventions took over his simple production functions and lifted him out of the subsistence-requirement stage. Human development became an end in itself, since the limitations of human capital limited the progress of society much more than those of financial capital.

10. Industrial society had created first a gap and then a conflict between civilization and culture which must be reduced. Culture would no longer be a peripheral element in life but the very centre of life. There was no longer any cause to fear over-investment in human resources.

11. Viewing the situation from this angle, it simply showed lack of awareness to go on considering adult education as a luxury or an inessential activity; adult education was one of the essential factors in economic development and the indispensable lead-in to the process which must proceed from the development of human resources to the development of production and hence to the raising of the standard of living, which undeniably had a civilizing influence.

12. Thus, adult education started off with an act of faith in democracy, a faith which postulated as a matter of priority the democratization of the structures, methods, programmes, access and planning of adult education itself. Industrialized society was witnessing the emergence of a twilight world composed of the old, social misfits, or migrant workers; whole areas were, economically speaking, being sacrificed to the principle of return on investment by the profit-oriented economy, and thus found themselves with problems comparable with those of developing countries. The democratization of adult education based on development of the individual and the community must strive for real democracy for the benefit of the underprivileged and must avoid the danger of being taken over, by a phenomenon which might be termed cultural capitalization, by the few, the initiates, those who already enjoyed the privileges of the educational and economic systems, thus recreating an élitist and divisive type of adult education. The characteristics of adult education were therefore accessibility, participation, the social function in collective education and decentralization.

13. In this same spirit of democratization and in view of empirical observations, confirmed by scientific research, proving that children from socially and culturally deprived backgrounds were both emotionally and intellectually underdeveloped, parent education became a priority objective, particularly as regards educational attitudes during the first four years of the child's life, years which were of the utmost importance for the development of the child's personality, mentality and character and yet more particularly during the first year of life. Networks of schools for parents, to prepare them for the duties and responsibilities which are theirs, were an indispensable prerequisite for democratization.

14. To sum up this chapter, it might be said, as a guideline for further reflection, that adult education was a system of cultural and hence economic, self-development for individuals and the communities in which they live.

B. THE FACTORS INVOLVED AND THE DIFFERING PRACTICES

Adult education and its relationship with formal and school education

15. Some of the developed countries stoutly and clearly asserted that there was no crisis in their schools and that their young people, teachers and parents did not challenge the existing educational system. In such a favoured situation, it seemed quite normal to keep schools as they were and to pursue a policy of institutionalizing adult education, giving schools a specific rôle in the various types of adult education and establishing new types of out-of-school education, which, in their structure, methodology and methods of transmitting knowledge and further training maintained with minor adjustments, the teacher-pupil relationship.

16. In other developed countries, the crisis of confidence in the school system had become so acute that many people were claiming that fundamental changes could not come from within the present educational systems. The latter were capable of improvement but only within the logic of their own structures. The practices, values and technical instruments of any old-established system always contained a force of inertia; the impetus for urgently-needed changes could only come from outside, from a new, informal, non-scholastic system whose organization and methods, for cultural, civic and practical purposes, overstepped the limits of the schools. In such countries, there was less and less talk of changing schools and a growing tendency to challenge them fundamentally. The schools and adult education must become non-scholastic; the university must go out to the people, to the places where they live and work, and not the reverse.

17. The same conflicts, with different motivations behind them, recurred in the developing countries. Some people thought that, since adult education was part of an overall system, there was no contradiction between school and out-of-school education. Some countries were disconcerted by such attacks on the school system at a time when their main efforts were concentrated on getting into schools those fifty per cent of their children at present outside them; for them, school continued to represent a hope. Other, more advanced countries were creating workers' universities operating on the factory floor whenever possible. Others still affirmed their desire to transcend the whole concept of schooling. They wished to do away with educational privileges denied to the masses; in their search for new freedom-giving structures, they were organizing a general liberation of learning, extending recognition to all its forms, and sponsoring "community education nuclei" at the district or local level. They made the point that in no circumstances must out-of-school education programmes be used as pretexts to justify the increasingly anomalous and paralysing perpetuation of an educational system which alone swallowed up a quarter or a third of the country's budget; the difficulty arose when one tried to implement adult education at the same time as the essential thing, which was universal school education, although some people reckoned the latter among social costs rather than social benefits, inasmuch as schools disseminated imported patterns of consumption, diverted large numbers of young people from productive work, channelling them not towards the wage-earning category but towards public employment, inculcating modes of thought and "intellectual" behaviour patterns which were ill-suited to development requirements, accelerating the drift from the country to the towns, and so forth.

18. Other countries, in which highly developed industrial sectors existed alongside backward rural areas, had developed sub-systems possessing specific functions within a comprehensive and permanent education system; schools played a major rôle in general adult education, designed to provide adults with the knowledge required to understand the community and the world they live in.

Adult education in its relationship with enterprises

19. In countries in which adult education was highly institutionalized and co-ordinated on a national basis, it was usual for enterprises to have a well-defined place and function in the overall scheme, with responsibility for ensuring, as a bridge between school and out-of-school learning, training in the vocational skills required for a particular job or for updating such skills and developing access to the various positions of responsibility within the enterprise.

20. Certain other countries pursued the same policy, but since they considered that schools could not keep pace with technological developments and were liable to provide a training which did not lead on to the exercise of any particular occupation, these countries preferred to entrust enterprises with the task of ensuring, at an initial stage, the acquisition, development and renewal of occupational skills, and, at a subsequent stage, specialized training - out-of-school adult education, with its greater flexibility, being left the responsibility for providing supplementary training.

21. In yet other countries, adult education at the place of work benefited from close contact with working life; these countries wished to bring training closer to its practical applications and to introduce vocational training at the enterprise itself; it was felt in these countries that the enterprise itself offered the best context in which, through training, to induce social changes and develop the motivation to go on with the course of training. They nevertheless stressed that this objective could only be attained by involving workers' organizations in the preparation of programmes and in their administration; they also attached importance to the possibility of organizing a type of education which went beyond purely vocational requirements.

22. Other countries, however, were still apprehensive of the subjection of the workers to their employers, not only with regard to their freedom to militate, but also because their training was liable to become outdated as a result of being adapted exclusively to specific, and not necessarily forward-looking, work-station practices.

23. Lastly, there were those countries which, while entrusting enterprises with responsibility for providing a particular type of training, believed that the State must make provision for stop-gap adult education systems in the event of unemployment or economic recession preventing enterprises from fulfilling their training commitments; and that it was the State also which must provide education

for the handicapped and for married women who wished to take up employment once their children had grown up.

The State and private initiative

24. Different countries expressed a whole range of attitudes, varying in accordance with their level of economic and educational development and the political course they had chosen to follow.

25. Some look with special favour upon private initiative, as being a guarantee of the freedom of expression of the many and varied forces of opposition and of minorities, but, after voicing the distrust felt by the universities and the young towards the State, with its power to manipulate, suggested that the function of the State should be to draw up outline laws, within which formal liberties would have free play. Others, by contrast, saw State administration as guaranteeing efficiency in so far as the State took all necessary steps to ensure co-operation between the socially motivated masses and the political authority. In other cases, the State was required to collaborate with the party and its voluntary organizations which prepared programmes at grass-roots level and ensure their adoption at successive levels of authority. The State could not relinquish its right and duty to organize in countries where access to education was a constitutional right.

26. Other countries have adopted less hard-and-fast attitudes; numerous voluntary political, philosophical, religious and trade union organizations existed side by side while the State and local and regional authorities provided loans, subventions and subsidized salaries, buildings, land and facilities for the training of "animateurs", and voluntary organizations were consulted at all levels. One general demand made by voluntary organizations was that the public authorities must recognize the crucial value of their various activities, freely conducted, and that the granting of any form of aid by these same authorities should not in any way hamper their total freedom to decide the content of, and implement, the programmes, which must remain the sole concern of the organizations themselves. Voluntary movements were irreplaceable, especially at the local level, in that through them a whole host of animateurs could give their free, dedicated services.

27. An experiment being tried elsewhere was that of systematized joint management, bringing together representatives of the State, regional and local authorities and the voluntary organizations as a whole, whose task it was - frequently a difficult one owing to their diversity - to reach prior agreement with a view to negotiating on the boards of management.

28. It was generally considered that, though the public authorities could do a great deal to help voluntary organizations to train or to assist in training their technical animateurs, the training of committed leaders who steered the policy of the organizations was obviously the sole concern of the voluntary organizations themselves.

29. Finally, there were a great many countries which possessed highly diversified types of national institutes for the training of cadres and of national, regional and local advisory and co-ordinating boards.

C. RESEARCH AND METHODOLOGIES REQUIRED FOR PLANNING

30. There was general awareness of the shortcomings of existing conceptual and technical tools, of the urgent need for methodological research preliminary, or parallel, to the work of planning; this urgency was further increased by the diversity of current methodologies and approaches, as also by the looseness of the definitions employed and the absence of statistical data.

31. The question of statistics was particularly complicated as concerned the methodology, terminology and classification system employed.

32. Unesco's Office of Statistics was at present working on an international system of classification for formal education, the International Standard Classification of Education (ISCED), to cover statistics for school education and also formal adult education.

33. However, there was no international classification system covering informal adult education, and the Commission hoped that Unesco would be able to undertake work in that field.

34. In addition to, and concurrently with, problems of planning, the Commission stressed the need for research on the manifold forms of participation at the various levels and in the different sectors of community life; on motivation; on the methodology of transmitting knowledge to adults; and on the formulation of models of systems integrated into situations at different levels.

35. With regard to research on priorities, it had to be acknowledged that decisions taken in this connexion were always political, taken at the governmental and parliamentary level. During a recent symposium, however, one delegation had drafted an agreement on the objectives: democracy, economic security, equality of access, special support for disadvantaged social groups, the need for privileged groups to aim to become economically self-supporting, determination to give special support to regions in economic decline, respect for the independence of voluntary organizations, and awareness of development problems in their entirety.

36. It was necessary to make up for lost time in the use of programme evaluation methods, to call in the help of the universities to provide pluridisciplinary evaluations; as concerns both internal evaluation and external evaluation, there were still too many shortcomings in the analysis of the disparities between the effort that went in and the result that emerged (cost effectiveness).

D. PLANNING

37. The foregoing considerations and options all went to confirm the correlation which must obtain between the level and variety of adult education on the one hand and the level of technological, economic, and also educational development, on the other.

38. They also confirmed the need to integrate adult education planning with the overall economic development plans of countries and regions and with development strategy as a whole.

39. It had also to be recognized that planned co-ordination existed only on paper. Generally, the planning of life-long education was distinct from that of university education. This was particularly regrettable in the case of scientific education, which called even more strongly for joint planning as a matter of priority.

40. Some countries, however, were already benefiting from such integration into 20, ten and five-year long-range plans, with annual readjustment through joint agreements concluded between the State, the party and the organizations.

41. Some countries advocated vertical and horizontal integration. The integration of adult education into the overall educational process required "vertical integration", whereby all levels of the educational system, beginning with preschool age, through primary, secondary and higher education, and on through the various stages of adulthood, were co-ordinated and planned in an integrated fashion.

42. "Horizontal integration" meant co-ordinating and integrating the various educational programmes for adults, which are at present provided by a great variety of agencies, frequently having no contact with one another - thus compelling the adult who had a number of educational needs to expend great efforts in seeking the programmes which could answer his needs.

43. There was virtual unanimity in recommending decentralized micro-planning and centralized macro-planning, both taking into account the general needs of communities (e.g. urbanization, leisure, infrastructure), but almost nowhere had there been any research into priorities.

44. There was general agreement that those responsible at grass-roots level should take part in drawing up the plans, even when they must work up from the bottom in order to secure government approval. There was indeed often a danger that the public authorities would take over sole responsibility for arranging projects. Trade union movements and organizations, whose efforts to train their staff and organize activities for their members should be taken into account, should be given a say in a trend which should be developed towards planning at the level of socio-economic areas, areas of rural population or areas of industrial and urban populations.

45. The "action research in micro-planning" approach was a pluridisciplinary approach which presupposed joint action by sociologists, educators and social workers in an effort to identify the networks of relationships between members of a group. In many suburban communities where the networks of neighbourhood, work and even family had disintegrated, the need-deprivation network played a considerable rôle.

46. This method required an empirical analysis free from all preconceived notions. It implied only that the individual felt a need for support by a certain minimum number of networks and that it was the responsibility of education to create new ones, wherever that seemed possible, to replace those which had been destroyed, e.g. cafés, clubs, tenants' associations, etc.

47. It was essential to evaluate the potential resources for adult education in order to make it possible to mobilize them.

48. Regrettably, the developing countries tended to reduce their ideas about planning to the solution of essentially down-to-earth problems. There were many cases in which the simple acquisition of a blackboard, a textbook or a suitable agricultural implement posed insoluble problems. Frequently, the masses were adequately motivated but there was no hope of meeting their basic needs.

49. Some people thus recommended planning by action and a system of relative literacy training in accordance with resources and needs, which are constantly changing.

50. As regards the public administration of adult education, it was recommended that every effort should be made to rescue adult education from officialdom and red tape. Adult education administrators who were formerly inspectors and supervisors should thus themselves be inspired by the idea of "animation" and should master its techniques so that, at their level of authority, they might have a co-operative and stimulating relationship with animateurs in the field.

51. With respect to infrastructure, it was recommended that the financial waste of constructing enormous school buildings which were closed at the end of every school day and reserved for schools use only, should cease. Public authorities should be encouraged to create multipurpose institutions and to encourage architects to design general-purpose projects based on the principles of life-long education, making it possible to use buildings successively or simultaneously for formal education activities and adult education.

E. FINANCING

52. This problem was approached from another angle under the sections devoted to the relations between enterprises and adult education and to the relations between the State and voluntary organizations. In certain countries with centralized structures, the State acted as treasurer in

respect of expenses for infrastructures and the execution of programmes and State action was supplemented by the welfare funds provided by staff associations and rural co-operatives for in-service training. Moreover, there existed a well-organized system of material incentives such as special study leave (in addition to holidays with pay), with normal pay, travel expenses, bonuses for success in examinations, etc. Study leave varied in length depending upon the length of the training courses undertaken (from three days to one hundred days) and on the level of studies; such incentives were offered both to manual workers and to intellectual workers of university level.

53. Concerning evening courses, strong emphasis was placed on the fact that workers were tired and thus could not make further efforts after a day's work in the factory or field, and on the need to take measures to protect their family life.

54. Certain countries which took a pluralistic view of education also made a considerable effort to establish a system of study leave and credit hours, for which the funds came, in varying proportions, from public authorities at all levels and from firms.

55. In most countries, however, the purse-strings were kept tightly drawn and adult education got the crumbs from school education's well-laden table. In addition to the political causes stated above, it was noted that those who were nationally responsible, politicians and administrators alike, were simply not alive to the objectives of adult education, and that expenditures for adult education were considered to be optional expenditures - few were the countries in which the levels and criteria of such expenditures were automatically regulated by the existence of strictly enforced budgetary laws, as was the case for schools.

56. It required no great effort of the imagination to suggest such things as direct contributions from enterprises, new levies, tax exemption arrangements, the lifting of taxes on cultural products, and even, for adults of privileged groups, self-support etc. The crux of the problems seemed to be that many countries had never before known such a level of private income combined with such a shrinkage of public resources. It was true that many countries had adopted a system based exclusively upon the satisfaction of individual needs to the detriment of communal facilities of all kinds, both health and culture.

57. Only if it was integrated into an overall, planned system of life-long education which accorded the same attention to the informal sector as it did to the formal sector could adult education emerge from the makeshift stage.

F. REGIONAL ACTION

58. There were numerous recommendations that Unesco promote and encourage, at the regional co-operation level, various types of meeting with the aim of pooling efforts and resources at regional level among countries with similar economic and educational levels and with convergent lines of cultural development.

59. It was considered by some that participation at regional level by other countries with different economic and educational levels could not be other than beneficial, since the exchange of information and experience would strengthen international understanding.

60. Such regionalization would also have the advantage of keeping alive the basic values of civilizations that were now threatened, as for example in Africa, a sense of family responsibility, a sense of community, respect for the elderly, etc.

Item 8.4 of the Agenda - Development of adult education through international co-operation

A. IMPORTANCE OF INTERNATIONAL CO-OPERATION IN ADULT EDUCATION

1. There was no doubt that, since the Montreal Conference, the part played by adult education in international co-operation had increased, but its share remained patently inadequate. Results showed primarily an expansion in activities of the traditional type but hardly any instances of innovation. Obviously, if adult education had remained marginal at the national level, the same was all the more true on the international level too. The Commission considered that everything possible should be done to ensure its expansion in a spirit of co-operation leading to a pooling of efforts, so as to create a new spirit between the donor countries and the recipient countries.

B. THE CONCEPTUAL BASES OF INTERNATIONAL CO-OPERATION

2. Co-operation was not to be confused with a process of "westernizing" the whole of mankind; the developing countries, in trying to find a means of projecting their own historical identity, must offer alternative ways of life and new scales of values.

3. Such a radical change in policies was particularly urgent in view of the fact that the developing countries acknowledged that their attempts to modernize their societies had failed and that their own ways of life and traditions had been irretrievably lost.

4. With this prior determination to maintain political sovereignty and with the dangers of economic and cultural neo-colonialism in mind, each country was responsible for determining its various priorities.

5. Similarly, as a prior condition for ensuring the fullest possible mobilization of its own human

and material resources, each country needed to stimulate the awareness of its citizens.

6. It was essential that the national adult education forces themselves demand that their governments commit themselves to co-operation in the specific field of adult education, so that the governments of the developed countries paid attention to this type of activity, the claims of which had hitherto been too seldom stated. The part to be played by co-operation and the volume of such co-operation depended on the precise wishes expressed by the beneficiary countries.

7. Special assistance should be concentrated on specific projects which were likely to have lasting effects. It should pay more attention to the creation of infrastructures and to the training of people to train others than to direct intervention. In no circumstances should it result in a brain drain to the developed countries.

8. Some speakers strongly emphasized the need to define the very expression international co-operation in the field of adult education, since the rich countries used it as a kind of euphemism to avoid having to talk about assistance and charity. Such countries received more than they gave; it was impossible to regard as the accomplishment of a humanitarian duty a policy which consisted of maintaining the structures of economic dependence and allowing private monopolies to fix the prices of raw materials. Only when the bases of economic collaboration had been put right would it be possible to talk about co-operation to ensure the progress of free men towards a more humane and more meaningful life.

C. THE POSSIBLE CONTENT OF CO-OPERATION

9. Noting that there was a demand in all countries for technical co-operation and that there was in the developed countries a corresponding desire to respond to that demand and to carry out exchanges, the Commission stressed the need to pick out the critical points so as to be able to define the areas for co-operation. For instance, the situation was to be avoided whereby adult education not only did not result in any democratization but resulted instead in a deepening of the gulf between privileged and underprivileged (cf. the Simpson Report of the Council of Europe, which points out that on average only five per cent of the working population enjoy any of the benefits of educational activities). The countries where school enrolment was high were the countries which had appropriated to themselves the most efficient forms of adult education; and the very composition of the delegations at the present Conference showed that, here as in the countries themselves, there were three underdeveloped sectors - the underprivileged, the rural population and women.

10. It was essential to get away from the ambiguities of terminology, to transcend the statistical categories, and to persuade the International Bureau of Education to include adult education in the classified educational terminology which it was preparing.

11. The Commission also felt there was a need for a series of monographs on various subjects e.g. making it possible to compare the problems encountered in the transition from "pedagogy" to "andragogy".

12. Further research was essential, and the following was by no means an exhaustive list of the subjects: the links between training and information (which if excessive can lead to serious alienation), the nature of the links between co-operative adult education and the work of school and university, the sources and methods of on-the-spot financing, the definition of requirements at specific levels, the types of learning experience, etc.

13. It was strongly recommended that the possibilities of international co-production of scientific programmes be explored, with a view to reducing costs and trying to establish common standards: a world standardization system would be extremely useful as would the systematic recording of all international software products.

D. THE MODALITIES OF CO-OPERATION

At the international level

14. Priority must be given to the most badly underprivileged countries and to the marginal sectors.

15. Experts and specialists from less developed countries might, in many cases, show greater aptitude for adaptation to conditions in the field and strike a better balance between lofty theory and the constraints of day-to-day practice. Again on the same subject of adaptation, it was obvious that national conditions of work in the field should determine the way in which experts and teams acted, and the choice of teaching material. It was not the field which should adapt to the expert's methods.

16. It was strongly recommended that follow-up action should be planned to ease the passage from assisted to independent status. Everyone agreed that a sudden cut-off of aid and the absence of transitional measures after the departure of the experts produced harmful effects.

At the regional level

17. Numerous examples of the effectiveness of action at this level were cited. Co-ordinated regional aid adapted better to local conditions. Consequently, every opportunity must be taken to stimulate regional awareness of this kind, and to that effect means must be found of giving financial assistance to enable participants to attend regional conferences.

At the bilateral level

18. This type of aid was generally most welcome. Historical reasons played an undeniable part and affinities undoubtedly persisted. The volume of such aid seemed to be considerable. Unesco should pay attention to these bilateral efforts with a view to co-ordinating them at least from the point of view of the exchange of experience and its results.

E. THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS

19. It should be remembered that in the field of co-operation in adult education, the non-governmental organizations, especially the trade unions, had a long and important tradition which, in many cases, antedated action by governments. Action by non-governmental organizations, for that matter, was often more welcome than that of governments, because the large international voluntary organizations usually took care of the training of staff in their national sections. Every national section was in point of fact, an integral part and an initiator of the action of the international non-governmental organizations, to the principles of which they freely acceded. This was true of international religious, political and trade-union organizations alike.

20. However, the work of the non-governmental organizations was not greatly facilitated in the framework of Unesco's programme, because of the complex procedure which they had to go through. The Commission emphasized that Unesco should recreate in this field the conditions for active participation by non-governmental organizations in general and trade-union organizations in particular in the work of research and evaluation in adult education.

21. The Commission thought it worth repeating that, because they already count the national sections as freely consenting members, the non-governmental organizations were particularly apt instruments of policies of peace and international understanding.

F. THE ROLE OF UNESCO

22. The delegations realized the gigantic scale of the tasks which they sought to entrust to Unesco at various levels - quantitative, qualitative, financial, pluridisciplinary, etc.; applying an ordered system of values and priorities, the Commission tried to be realistic but also wanted to take the needs of the international community into account.

23. To accomplish these tasks, Unesco would need to be strengthened from the budgetary and structural points of view. One of the Montreal resolutions called for the establishment of a high-level interdisciplinary department for adult education. It must be realized how difficult it would be to develop adult education, integrate it with cultural development, and stimulate co-ordinated scientific research, without giving it its place in the structures, secretariat, programmes and budgets.

24. Unesco was a cross-roads where governments and non-governmental organizations met to offer or to seek co-operation. It must organize the cross-roads, co-ordinate the channels of exchange and signpost the roads. Thus Unesco must act as a body formulating ideas and giving encouragement to all the international organizations of the United Nations family - ILO, FAO, etc. - for all the problems of education and more specifically co-operation in the field of adult education and life-long education. Most of the delegations considered that Unesco should also try to help with the co-ordination of the co-operation policies worked out by governments, whilst respecting States' sovereignty.

25. With respect to other tasks, the Commission urged the establishment of a documentation and information clearing house, the mobilization of the Unesco Regional Centres for specific action in adult education, the intensification of co-operation with the universities in pluridisciplinary evaluations, increased programmes of workers' exchanges, the training of animateurs and, less ambitiously, aid to the delegations of less favoured countries and to the poorer non-governmental organizations so that they may participate in conferences, seminars and international and regional meetings of cadres which, in many cases, offer these countries and organizations their only window on the world and the sole opportunity of seeing their own work in the context of the great movement of co-operation promoted and co-ordinated by Unesco.

REPORT OF COMMISSION II

1. The Commission held its first meeting on 28 July under the chairmanship of the Hon. Peter Nicholson, Deputy Premier of Nova Scotia, and President, Council of Ministers of Education, Canada. It elected Dr. Mohamed Ibrahim Kazem, Dean, Faculty of Education, University of Azhar, Arab Republic of Egypt, and Professor J. S. Urriola, Chief of the Division of Adult Education, Ministry of Education, Venezuela, as Vice-Chairmen, and Mr. J. F. Conceicao, Director, Department of Extra-Mural Studies, University of Singapore, as Rapporteur.

2. The Commission in ten working sessions dealt with items 8.2 and 8.3 of the Agenda. In its discussion of these items the Commission considered Chapter III, Sections B and C of the main working paper Adult Education in the Context of Life-Long Education (UNESCO/CONFEDAD/5). It also had before it the reference document A Retrospective International Survey of Adult Education (Montreal 1960 to Tokyo 1972) (UNESCO/CONFEDAD/4), and the Annotated Agenda (UNESCO/CONFEDAD/3).

Agenda item 8.2 - New methods and techniques; utilization of the major communication media

A. NEED FOR NEW APPROACHES

1. Thanks to the rapid technological development of modern means of communication, it had now become possible to reach far larger numbers of people than anyone had imagined even a few years ago. To the mass media a major rôle should be ascribed in arousing among people everywhere an awareness of the common social, economic and cultural forces affecting their way of life. The media could provide not only formal instruction but valuable information and cultural enrichment.

2. Yet almost nowhere had the full potential of the mass media been enlisted in the service of adult education. On the contrary, the media were often used for anti-educational purposes. The basic problems were how to exploit the media with a view to extending educational opportunities, how to reduce costs without lowering the quality of learning and how to engage the learner in the planning and management of the educational process.

3. The mass media had to be directed towards the overall objectives of social, cultural and economic development within the national context.

B. ROLE OF THE MASS MEDIA

The present use of the mass media

4. Several delegates voiced concern about the present use of the mass media, especially television. There was a mystique in certain countries about television, that had to be resisted. Far too much television time was devoted to commercialism, propaganda and entertainment programmes, which often depicted violence and sexual permissiveness. It was alleged that in some countries cheap entertainment had been allowed to dominate the air waves to such an extent that the total effect of the media was to debase human dignity and to aggravate separatism, conflict and alienation. Some delegates drew attention to the positive effects of television in enlarging people's vocabularies and their capacity for self-expression and desired that this tendency be elucidated and encouraged.

5. The constant flow of messages of varying significance posed a major problem for people, bewildering them rather than helping them to form sound judgements. The tendency of the media to dull the cultural faculties by encouraging passive reception was strongly deplored. The receiver neither interpreted the messages transmitted nor acted upon them.

Control of the media

6. The failings of the media were largely attributable to the ascendancy of commercial interests, which tended to preclude their use as vehicles of

adult education. The Commission believed that the media should provide a public service and that it was the duty of governments to ensure that the public interest prevailed over sectional commercial or other interests. Commercial television should be subject to a moral code.

7. The mass media must educate and inform as well as entertain. Where there was excessive stress upon entertainment in television programmes, governments should insist that a minimum number of hours per day or per week should be devoted to educational and public affairs programmes. They should also provide the necessary resources to ensure that well-qualified staff were available to plan, produce and disseminate educational programmes.

8. Some delegates argued that governments should ban from the media all programmes representing violence or permissive sex. While agreeing that the media were often misused, other delegates considered that censorship must be avoided. Governments should keep watchful eyes on their broadcasting services and exercise particular control over commercial television. The methods of control should be in keeping with each country's normative standards. Perhaps in the last resort, control over the media could best be exercised by the audience itself.

Economic and organization constraints

9. Many delegates affirmed that even under present conditions there were those in responsible positions who conscientiously strove to employ the media as effective tools of instruction and information. But economic and organizational constraints and a lack of professional expertise were hampering their efforts, especially in developing countries.

10. In many developing countries there was a severe shortage of qualified personnel. This often led to the purchase of foreign programmes which introduced distorted images of social, economic and cultural realities.

11. In countries where conditions for good programming were more favourable there was often a lack of proper planning, especially when educational activities called for collaboration between several agencies. Insensitivity towards the wishes and reactions of audiences was often due less to the shortcomings of personnel than to the absence of well-structured systems allowing for feed-back and evaluation.

12. Co-operation between media specialists and educationists was everywhere moving very slowly and unsurely. Integration between conventional and media-based education was the exception rather than the rule. It was necessary to bring about co-operation between the media specialists and adult education personnel, not only so that they could appreciate each other's aims and problems, but jointly identify individual and community needs.

13. Several delegates pointed out that the maintenance and repair of equipment was often impossible due to a shortage of trained technicians. Technical or engineering problems were not seen as insuperable but several delegates, notably from developing countries, referred to the need for the international standardization of equipment.

Minority interests

14. Though recognizing that the mass media were by definition mainly concerned with mass audiences, many delegates stressed the importance of serving minority groups.

Uses of radio

15. Despite the mystique of television, radio remained a more economical way of covering an entire country with educational programmes, though it was evident that the current scale of programming fell far short of known needs. Radio programmes were most effective when backed up by a network of supplementary services at grass-roots level, including the employment of large numbers of local "animateurs" and voluntary workers.

Difficulties of transferring media

16. Before transferring programmes and techniques from one country or milieu to another, cultural differences had to be borne in mind. In particular, the different levels of technology obtaining between rich and poor countries might well present a barrier to profitable transference.

International co-operation

17. Many delegates stated that their countries were in great need of technical assistance and would welcome closer international technical co-operation. They wished for advice on the optimum use of the media and for help with personnel training, the setting up of appropriate infrastructures and the acquisition of technical equipment.

C. IDENTIFYING ADULT NEEDS

Methods of identifying needs

18. In selecting suitable methods and techniques the starting point must be to ascertain the needs, interests and background of the learner in his real life situation and to define the learning goals accordingly.

19. Two fundamental problems were distinguished. The first was how to stimulate the educationally disadvantaged, that great majority of the population which shunned educational programmes. The second problem was how to cater for a variety of human needs instead of concentrating exclusively upon the demand for formal academic instruction.

20. Adult education programmes had to be firmly fitted into the appropriate social context. The changing needs and rôles of adults as they passed through the several phases of life should never be forgotten.

The ecological or milieu approach

21. The powerful educative potential of the community itself was stressed. Important an influence as the school was, the individual was above all influenced by his environment. Individuals should be encouraged to participate actively in community affairs and to help one another; every person was not only a potential learner but also a potential educator. The home, the place of work, the peer group, trade unions, co-operative societies, consumer organizations, the church, the mosque and the club were all settings for learning.

Local committees

22. Local committees, for example, rural development committees, could be valuable mediating agencies, together with societies and informal groups that helped identify the needs of adult learners. In one Member State local advisory committees assessed the educational needs of their fellow-citizens and advised the professional organizers on curriculum matters. An advisory telephone service was available day and night.

Counselling

23. It appeared that little attempt had been made anywhere to establish counselling services. Yet they were clearly essential. Various examples were given of methods adopted by administrators and agencies to supply information to would-be participants. Some organizations now employed full-time counsellors. A counselling service at the local level would serve as an instrument for feed-back to educational planners.

Local leaders and community groups

24. Action to bridge the gap between the educated and the uneducated often came best when it was initiated by persons within the local community. Obviously, people had to be helped on their way to becoming conscious learners. One form of support was that given by peer groups. More resources than hitherto should be channelled into educational resource centres, which could be used by individuals or groups on their own initiative.

Rôle of the organizer or animateur

25. Among the agents who could make adult education programmes more effective, the professional organizer or animateur had a vital rôle to play in aiding people to identify their problems and to view or listen critically to broadcast programmes and in determining their reactions and ensuring feed-back between the producer and client. The rôle of the social animateur in the local community was fundamental. Another agent was the peripatetic "study organizer", who made personal contacts and persuaded people to take part in projects. In some Member States, particular attention had been paid to "contact activity" or "outreach techniques". This involved organizers visiting places of employment and knocking on people's doors. Wherever it had been tried, the personal contact method had yielded excellent results. It had been found that the level of participation in adult education programmes of those who had received a personal visit or telephone call was much higher than that of people who had not been approached directly.

Identifying the autonomous learner

26. Many delegates drew attention to the rapidly increasing tendency for learners to work outside educational institutions and the importance of giving positive encouragement to self-directed learning. This necessitated identifying the autonomous learner and offering him concrete assistance wherever he might be found.

D. METHODS

27. Our present knowledge about methods and their applicability was both impressionistic and fragmentary. It was necessary to formulate more general principles by using the tools of the social anthropologist, sociologist and psychologist, among other specialists.

Group methods

28. The value of learning in small groups was widely recognized. Among the types of groups mentioned were study circles and learning groups organized to participate in education by radio. Moreover, the range of group methods had notably increased.

29. Several delegates stressed that those who were reluctant to participate in conventional adult education programmes could often be attracted into informal group discussions with people whom they knew and trusted.

Programmed learning

30. Some descriptions were given of programmed learning devices with reference to their utility and limitations as well as to their relevance to self-directed learning.

Correspondence instruction

31. The efficiency of well-conducted correspondence education in helping the individual learner

as well as informal small groups could no longer be doubted. Various examples were given of successful programmes. These included special courses for those wishing to upgrade their occupational expertise or to acquire a new skill or enter a new profession. It was noted that study by correspondence tended to appeal to those who already had some degree of education and who sought help in preparing for examinations. Its effect in some situations could be to widen the gap between the privileged and underprivileged.

Residential centres

32. The Commission was reminded of the continuing importance of residential centres. They enabled the learner to reflect and to study purposefully in a new and supportive environment.

Media and literacy

33. In response to a delegate's appeal for help in tackling the monumental literacy problem facing his developing country, where the illiteracy rate was 95 per cent, another delegate described some of the methods used in his country. These included the use of specially written stories as part of a vernacular literature. It had also been found that the government possessed large quantities of material dealing with community matters. This had been translated into the vernacular at a level appropriate for use in literacy classes. In another case a literacy movement had launched its own newspaper, which from the start met a big demand from subscribers and aroused the interest of advertisers who competed to buy space. Yet another delegate mentioned that what was urgently needed was the publication of vernacular plays and stories that would strike a responsive chord in adults.

34. In programmes designed to combat illiteracy the better educated should in the context of social mobilization accept responsibility for helping the less fortunate, for example, by adopting the each one-teach one method. The imperative need was stressed of arousing social awareness of the problem of eliminating illiteracy.

Supply of reading materials

35. Several delegates pointed out that the scarcity of books, newspapers and reading materials was acute. Often there was not even enough paper for printing purposes or for that matter no printing presses at all. This was an appropriate item for consideration in arranging external aid programmes. The absence of follow-up materials continued to militate against the success of many programmes. The Commission noted examples of successful programmes where no instruction had begun until large quantities of carefully prepared follow-up material were ready for use.

36. Paperback books were relatively cheap to produce. Since a steady flow of books was necessary in order to maintain literacy, their production should be assured by means of government action and subsidies. In addition, the publishing and printing industry should be encouraged to provide material for literacy programmes in the interests of the adult learner.

37. For the production of reading materials it was vital to recruit skilled writers. A functional distribution system was no less essential.

Audio-visual aids

38. The Commission was strongly in favour of extending the judicious use of audio-visual aids. Certain countries, however, found such aids expensive to buy and maintain and complained of aggressive commercial marketing techniques. Reference was made to the needs for international standards in order to achieve technical compatibility. Professional adult educators required sound advice on what equipment was available at the most economic cost as well as on the availability of spares and servicing. Furthermore, those countries which did not have access to modern teaching aids should devise aids of their own by tapping the rich resources of the community.

Learning resource centres

39. Professional adult educators were now very aware of the value of self-directed learning. The best way to help the autonomous learner was to set up learning resource centres, to which he could have access on his own initiative and at convenient times. Such centres should offer advisory and counselling services, assistance with the development of learning skills and information about appropriate learning aids. In general, the Commission felt that much more ought to be known about the problems and needs of the autonomous learner.

Significance of the institutional framework

40. The institutional framework in which the media were used was vastly more important than the media per se. Conditions shaping complex social demands determined the kind of educational institution that was required. However, needs were everywhere much the same. It was the choice of appropriate institutional frameworks that was all important. Therefore, an important priority in educational research was to study the appropriateness of educational institutions. There was a growing tendency for groups as well as individuals to become self-programming. Within institutions adults were also having more say in planning programmes, selecting subjects and study methods, and in determining general policy. These tendencies should not be overlooked when new buildings were being designed and new administrative arrangements were being considered.

E. THE SYSTEMS APPROACH

41. The systems approach to adult education was of great value. It involved carefully studying requirements, analysing aims in detail and attempting to define them in operational terms. The strategy of the systems approach entailed: (i) defining the initial and desired terminal behaviour of target groups; (ii) selecting a variety of interrelated methods; (iii) devising a comprehensive plan of action; (iv) carrying out the operation; (v) evaluating the results; (vi) restructuring the programme. The above stages had to be supported by the necessary organizational apparatus as well as a technical infrastructure.

The open university and similar experiences

42. Particular attention was drawn to the idea of the open university. The radio-television media alone were too "authoritarian" since they did not allow for feed-back. Other media had therefore been added: correspondence, the use of recorded and printed material and face-to-face tutorials. There was ultimately no effective substitute for the group meeting and personal relationships. In the event, the most significant feature in the multi-media approach of the open university had been correspondence instruction which, although having the same long-distance characteristic as radio and television, could yet give participants an opportunity to work at their own speed and receive regular advice from their tutors. Experience in a number of countries with teaching at all levels of education by correspondence or through the mass media had similarly shown that it was desirable to use a combination of methods and media in a carefully integrated system.

The multi-media approach and learner participation

43. Just as adult education in general has been criticized, multi-media systems have been criticized for tending to appeal to the already educated. In one Member State, one of the objects in establishing a multi-media educational programme had been to attract the following four groups who were normally under-represented in higher education and in adult education respectively.

(a) people with a low level of formal education;
(b) manual workers;
(c) rural inhabitants;
(d) women.

A post hoc assessment had revealed that in the event these four groups were under-represented among those who took advantage of the two-year course that was offered. In the main the participants belonged to the higher socio-economic categories. The inference to be drawn from this inquiry was that the multi-media systems approach had not always overcome the barriers to learning that inhibited the educationally underprivileged. If it was really to meet the needs of adults, it was important that it should employ "animation" techniques and draw the underprivileged themselves into participation in the planning and administration of education programmes designed for them.

F. EVALUATION AND RESEARCH

Evaluation

44. It was apparent that most programmes, whatever the instructional medium used, were planned and implemented without building in the necessary evaluation procedures. This led to fuzziness in defining goals and the perpetuation of mistakes; it also impeded the transference of successful projects from one situation to another.

Needed research

45. Research should be undertaken into (a) the factors which inhibit the participation of the educationally underprivileged; (b) ways of using low-cost educational technology; (c) adult psychology with special regard to motivation; (d) instructor-learner relationships in different social contexts; (e) making optimum use of the mass media; (f) the special needs and problems of the autonomous learner; (g) the socio-cultural and socio-economic factors affecting the learning situation; (h) the methodology of personal development as linked to social change; (i) the prerequisites for active participation of learners.

Disseminating research results

46. Wider dissemination of research findings was imperative. This should include more international exchanges of literature; the publication of more international and comparative journals and newsletters; an intensification of the work of regional and other adult education organizations.

G. INTERDISCIPLINARY CO-OPERATION AND POLYVALENT TEAM WORK

47. Co-operation was required between social scientists, media specialists, subject-matter specialists and adult education workers at grass-roots level. The combined efforts of these people could result in realistic and coherent educational programmes which stood the maximum chance of achieving prescribed goals.

Local meetings

48. Several delegates stressed the value of local conferences and seminars. These could be

convened at low cost and in a familiar setting. Participants could discuss topics as ways and means of utilizing all available community learning resources.

National and regional committees

49. National and regional committees should be concerned with public policies relating to the use of the mass media and educational technology and with efforts to ensure the most efficient allocation of duties and pooling of learning resources.

Agenda item 8.3 - Mobilization and training of personnel required for the expansion of adult education

A. RECRUITMENT AND TRAINING OF ADULT EDUCATORS

50. The Commission was in no doubt that the biggest challenge facing adult education during the 1970s would be how to mobilize and train sufficient professional personnel to discharge the multifarious tasks involved in enabling adults to learn and to want to go on learning. During the recent past the education of adults had moved from being a marginal social concern to becoming an essential part of the general provision of education.

51. Traditionally, the greater part of the teaching and organization in adult education has been carried out by paid part-time workers or by volunteers. This was a democratically desirable practice and governments should continue to encourage it. However, the field had now reached a stage of development where a much stronger cadre of full-time organizers, administrators and media specialists was required both to sustain the momentum of expansion and to reinforce, with professional expertise, the activities of part-time and volunteer workers.

52. The quality and utility of what adults learn was to a large extent a function of the resources put at their disposal in terms of counselling, instruction and learning aids. The human input was all important. Even learning aids had to be prepared and maintained by qualified staff.

53. Since adult education should contribute not only to economic production but also to enhancing the quality of life, it followed that to invest in professional personnel more generously than heretofore would be well worth while.

Status of the adult educator

54. The trend already noted since the Montreal Conference for a profession to emerge with a visible and attractive career structure must be accelerated. To the extent that the field was effectively professionalized it would be able to recruit and retain well-qualified staff. Adult education personnel should therefore be given status, salaries and service conditions comparable to those of teachers and administrators in the formal school system. Stress on the need for professionals in adult education should not, however, lead to the establishment of a closed profession. It was necessary both to preserve mobility between adult educators and the general field of education and to ensure a close rapport between professional adult educators and non-specialists.

Qualities of the adult educator

55. To be regarded as a profession, adult education required practitioners to have undergone specialized professional training. It was not enough to rely upon finding people with a natural flair for teaching or organizing. The Commission considered that the following qualities and skills, among others, were required of adult educators:

(a) a broad social experience and a broad cultural background. Social skills, an acquaintance with group work and the dynamics of group interaction, and an understanding of social and political processes were essential. Above all, an ability to feel empathy with people was often more important than the mere ability to plan courses and to use up-to-date aids and equipment;

(b) enthusiasm sustained by a strong sense of social commitment was an invaluable asset;

(c) the ability to analyse the particular social circumstances in which they were working in order to create the right learning environment for participants was important. Since adults were not always conscious of their learning needs, adult educators must be first and foremost animateurs stimulating people to become aware of their potential for development and inspiring them with the confidence to undertake some form of study or to engage in purposeful group activities.

Recruitment of adult educators

56. In view of the many different functions to be performed and the priorities that must be given to the above-mentioned personal qualities, adult educators had to be recruited from different professional and social groups. The categories needed must be determined by careful analysis undertaken at the operational level; whether it be the local community or metropolitan centre.

57. Full-time adult educators might be recruited from the following groups:

(a) volunteer teachers and organizers who had a common background of experience with the communities which they would serve;

(b) teachers who had already taken part in adult education programmes or run evening centres on a part-time basis and decided that their main interest was dealing with adults;

(c) men and women with special knowledge and skills.

58. Part-time adult educators, in view of the

multiplicity of adult needs, should be recruited from a rich variety of sources.

(a) Qualified people from many professions who could serve as teachers, leaders or organizers after undergoing the appropriate training.

(b) Local officials of government departments, especially those who were in charge of extension or community development services.

(c) Teachers who had undergone a short orientation training course.

(d) "Senior citizens", who often exercised considerable influence in the community because of the esteem in which they were held.

(e) University students, especially in developing countries where highly-qualified people were frequently in short supply among the older age groups.

(f) Several delegates suggested that in countries where illiteracy was a major problem all literate people should be mobilized to engage in "each one-teach one" programmes.

59. Some delegates were in favour of forming a national corps of adult education organizers and teachers.

Ancillary helpers

60. It was maintained by several delegates that anyone occupying a position of responsibility in society could not escape from the duty of helping to educate his less fortunate fellow countrymen. These included such people as doctors, social workers and librarians whose work brought them into daily contact with people. Wherever a person supervised others, he should be conscious of the educational dimension of his work. Anyone who has already a minimum of education should help in promoting education in his neighbourhood as those who are most educationally and culturally underprivileged are best helped by those who share their daily life.

Need for supporting services

61. There was a need for a network of communications which would enable workers at the grass-roots level to be guaranteed adequate support in the form of ready access to learning aids and specialized advice.

Professional preparation for adult education

62. Account should be taken of the full range of personnel engaged in adult education and literacy programmes including teachers and instructors; administrators; specialists who prepared educational materials such as programmes, films, broadcasts; organizers, animateurs, counsellors; persons in economic enterprises, extension services, in trade unions and co-operative societies, and professional adult education specialists who conducted research and trained teaching personnel. Such a list would also include other professionals who played a significant educational rôle, such as social workers, doctors, religious advisers and persons working in such institutions as libraries, museums and cultural centres.

Training of part-time workers

63. The training of part-time workers obviously depended upon the state of their existing skills and knowledge. At the least, they must know something about adult learning and they must be able to identify with the people whom they were to serve. As a rule, their training should take place in the milieu in which they would work. At times, it might be valuable to bring them into residence for concentrated courses.

Training of media specialists

64. The rapid growth in the use of the media had brought with it the need to train script writers and programme producers. Training was also required for writers of meaningful reading materials to be used by new literates, for correspondence courses and programmed learning specialists, and for educational technologists. Close co-operation between media specialists and educators was called for.

Training of full-time organizers and administrators

65. Training courses for administrators or organizers had to be comprehensive and thorough. Since their work called for knowledge and skills derived from several disciplines, there were obvious advantages in locating training in universities which housed the necessary resources. In a number of countries there were, however, well-established national and regional training centres.

Teacher-training courses

66. Several delegates confirmed that many teachers in the formal system of education had proved to be unsuitable teachers of adults or organizers of programmes for adults. In view of the increasing acceptance of the idea of life-long learning it was essential for this situation to be altered. Adult education should be treated as a subject in the syllabus of teacher-training courses. Their curricula should include such topics as the psychology of the adult learner, community problems and teaching methods and techniques.

Regional and international training arrangements

67. There were now a number of university and other centres which catered for multinational

groups. More were needed. There was a particular need for regional training centres in the Third World.

68. The need for more international scholarships to permit adult educators to attend courses in other countries than their own was strongly emphasized. Training institutions in developing countries should be able to call upon the assistance of professional staff from other countries. The main difficulty here concerned secondment problems, which governments and institutes of higher learning should be encouraged to resolve.

Relationship between training and research

69. To provide a firm basis for the training of professional adult educators, it was essential that principles and practice should be influenced by original and authoritative research findings. One problem was that educational research and thinking had traditionally been connected with the school system. Today, adult education research was trying to establish itself as a field of inquiry in its own right. The adult educator should receive training in research and research personnel should participate in adult education in practice.

Evaluation of training courses

70. Too little was being done to assess the relevance of either the curricula or the methods used in training courses. This was yet another reason why research activities should be encouraged.

B. RESEARCH

Need for research specialists

71. Since adult education was still an emerging field of study and practice, it was imperative to examine objectively and systematically the appropriateness and effectiveness of what was being done. In general, empirical and operational research in the field of adult education had been neglected. Nearly all the time and resources of education departments had been devoted to pedagogical matters. For this reason, one type of person of crucial importance to the future of adult education was the research specialist.

72. Some delegates argued for the adoption of the term "andragogy" as distinguished from "pedagogy" to describe the study of the problems concerned with the teaching of adults. Other delegates found this term inappropriate.

73. In allocating responsibilities to adult educators there was a tendency to stress so many professional functions besides that of research that those who were equipped to undertake research were seldom given adequate opportunities to apply their expertise. Therefore, in government departments, in educational institutions, and in all large programming organizations, the Commission stressed that encouragement should be given to research activities.

74. But a substantial part of research in adult education was bound to take place in institutions of higher learning. Existing university adult education departments should be strengthened and in countries and parts of countries where such departments did not exist, they should be established. Scholars in such university departments related to adult education as sociology, psychology and economics should also be involved in pertinent research.

Research priorities

75. The definition and enumeration of research problems should proceed apace in view of the enormous volume of work to be undertaken.

76. Research was particularly needed into methods of identifying and meeting adult needs, the functions of adult education institutions, problems of personnel development, and the uses of equipment and learning aids.

77. One area of research which had begun to develop but which now required a sharp impetus was that of comparative studies. Cross-cultural comparisons of national systems of adult education were essential to the building up of a detailed understanding of the aims and functions of adult education in single countries and of an accumulation of data which would enable Member States to construct their own systems and facilitate international and regional exchanges of ideas and experiences.

Communication with field workers

78. There was as a rule insufficient communication between researchers and field workers. The latter should participate in the design and execution of research projects, and should be assisted in the keeping of records and the evaluation of programmes so as to improve the flow of data from the field.

79. A number of people actively employed in various sectors of the economy dealt with problems and data of concern to adult education. The researcher should seek their advice and collaboration.

Dissemination of research results

80. The Commission emphasized the need for the wider dissemination of research results not only within each country but also internationally. For the purpose of disseminating research findings speedily and efficiently more documentation centres were required. More annotated bibliographies and up-to-date handlists of research recently completed or currently in progress would be invaluable.

Conclusion

81. The discussions of the Commission made clear that the full use of the mass media as an arm

of adult education, the elaboration of methods and techniques to help the adult to learn effectively, the training of personnel capable of assisting him, and the initiation of research designed to explore people's needs and the means of meeting them were so interlinked that nothing less than the formulation of comprehensive policies for the development of adult education placed within the context of life-long education would suffice. In conclusion, the Commission stressed that adult education was both an educational process and a process of social change.

V. RECOMMENDATIONS

RECOMMENDATION 1

National policies for adult education

The Conference,

Convinced that adult education forms an integral part of life-long education and is inseparable from the goal of expanding educational opportunities for all,

Recognizing education as the means whereby everyone can be equipped with the knowledge to understand and to participate in social change and to improve the quality of human life,

Considering that the planning, administration and financing of adult education must be carried out within the framework of national policies and objectives,

Considering the rôle of workers' organizations in economic, social and cultural development,

Recommends that Member States adopt a general policy for adult education, oriented towards creating in adults a critical awareness of the historical and cultural world in which they live so that they may be able, by creative action, to change that world;

Recommends that in the formulation of this policy and corresponding programmes Member States take into account the following factors:

1. that public access to adult education including literacy should be expanded so as to provide learning opportunities for all citizens without regard to race, colour, creed, sex, age, social position or educational level;

2. that within the context of life-long education, adult education be recognized as a specific and indispensable component of education, and that legislative or other measures be taken which support the development of broadly based adult education services;

3. that school education should be oriented towards preparing young people for self-directed life-long education;

4. that the content and method of adult education programmes be designed to respond to the needs and interests of individual learners and to further the well-being of the community as a whole, giving emphasis to community involvement by means of informal methods, especially the formation of mutual education groups, discussion groups, and adult education within the work situation;

5. that the aims of adult education include ensuring the active participation and commitment of the learner at each stage of programming, execution and evaluation;

6. that surveys and studies be conducted to identify and evaluate the factors which motivate adults to engage in sustained education;

7. that, as adult education programmes may be initiated in many ways, the democratization of education should be promoted by the participation of various interested organizations such as trade unions, employers' associations, government departments, voluntary and social organizations engaged in adult education in decisions on organization, implementation, content of programmes and the selection of instructional methods;

8. that steps be taken to encourage the conclusion of collective agreements relating to adult education;

9. that aims and methods characteristic of adult education be used by the public extension services with a view to developing in their users the adoption of new attitudes, values and aspirations;

10. that, in addition to its emphasis on socio-economic development, functional literacy should also aim at the awakening of social awareness among illiterate adults so that they may become active agents in the building of a new and better society.

RECOMMENDATION 2

The aims of adult education

The Conference,

Bearing in mind that some States still resort to war in an attempt to solve international problems and that human talents and material resources are often misused for amassing armaments,

Noting that peace, democratic participation and a congenial environment are primary and vital conditions for all human development,

Stressing the tendency for the gap between rich and poor to widen both internationally and nationally,

Recalling that the Intergovernmental Conference on Cultural Policies in Europe (Helsinki, 1972) recommended that Member States create economic and social conditions which would afford the population at large free and equal access to culture, and provide the material conditions necessary for all-round cultural development and for the free exercise of creative activity,

Realizing that the environment is being misused and polluted, thus threatening human existence,

Convinced that it is a vital function of adult education as well as education in general to increase public awareness of the economic, social and political factors which underlie these conditions, and to develop the will and the ability of people to change them,

Pointing out that it is not enough that adult educationists should concentrate one-sidedly on opportunity, methodology and techniques, but that it is essential that they accord a key place to the objectives and content of education,

Recommends that Member States and Unesco in their adult education programmes emphasize:

(1) Education for the development of spiritual values, peace, international understanding and co-operation and elimination of all forms of domination in international relations;

(2) Education for economic, social and cultural equality both at national and international levels, with special attention to creating solidarity between developed and developing countries;

(3) Education for the protection and improvement of the environment and for making it more conducive to cultural development;

(4) Education designed to encourage people to participate in influencing the directions taken by their societies and to develop the attitudes and skills which will make such participation both meaningful and effective.

RECOMMENDATION 3

Equal access to education for women

The Conference,

Mindful of the social and other handicaps which in many countries inhibit women from playing their full rôle in society,

Recognizing that equal access to education for women is essential for the democratization of education,

Recommends that Member States give high priority in their development plans to provide wider access of women to educational opportunities, and in particular to out-of-school education.

RECOMMENDATION 4

Learning opportunities for the under-privileged

The Conference,

Believing that following a decade which has witnessed new trends in adult education, emphasis in the United Nations Second Development Decade should be placed on greater democratization and providing learning opportunities for all,

Noting that educational resources are unequally shared by privileged and under-privileged groups,

Noting further the adult educational needs of workers who have had relatively limited access to education,

Recommends that Member States:

(1) Associate themselves in the search for new educational strategies designed to foster more equitable relations among social groups;

(2) Intensify their efforts in the democratization of adult education and re-examine the allocation of their resources in this light;

(3) Provide in national development plans for the creation of employment opportunities suited to the educational level of workers and young people, giving particular attention to the needs of the most underprivileged groups;

(4) Give full recognition to the diplomas and qualifications acquired outside the formal educational system;

Recommends that Unesco:

(1) Give priority in its programme and budget to the promotion of educational policies designed to meet the needs of under-privileged groups;

(2) Request the Specialized Agencies of the United Nations system to co-operate in the co-ordination and development of programmes intended for under-privileged groups;

Recommendations

(3) Undertake, with the assistance of its institutes, a comprehensive survey of the work in this field by regional and international organizations;

(4) Study the possibility of (a) collecting and distributing information on the educational strategies applicable to the under-privileged, including comparative studies of thematic character on such problems as hunger, housing, health, urban living, automation, etc.; (b) organizing seminars and exchanges between the more developed and less developed countries of those engaged in development work among the under-privileged to seek and to apply new educational strategies for the under-privileged.

RECOMMENDATION 5

Out-of-school education for young people

The Conference,

Recognizing the existing gaps between formal education and adult education and that in many countries these gaps are widened by the tendency for children and young people to drop out of school,

Recommends that Member States:

(1) Extend and improve the provision of education for self-employment and out-of-school education for young people.

(2) Increase the funds allocated to education with a view to the application of a suitable methodology to counteract dropping out.

RECOMMENDATION 6

Measures to promote the education of workers

The Conference,

Considering that, since adult education forms an integral part of life-long education, most countries should undertake thorough reforms of education in the democratic framework of cultures and national interest,

Regarding education as the totality of the means and methods whereby everyone can be given an opportunity for a constantly improving understanding of the changing world and can thus be in a position to take part in its transformation and in universal progress,

Considering that the many component elements of culture form a single whole and are dialectically linked, that no single one of them should be particularly privileged, and that in this age of scientific and technical revolution, science is an integral part of culture,

Convinced that adult education should benefit primarily those who are still most often deprived of it, namely the workers of town and countryside,

Noting that, since the primary need felt by workers is the need to be able to pursue an occupation in keeping with their inclinations and talents, remunerated in accordance with the value of their work and offering possibilities for advancement, this fact should be the starting point from which to go on to other aspects of adult education responding to the overall aspirations of the individual as citizen,

Noting that the social and economic conditions imposed upon workers continue to be the primary obstacle to the development of education,

Recommends that Member States urgently take any measures necessary in order:

(1) that the status and living and working conditions of the labouring classes may be improved by providing them with a continually developing educational system;

(2) that national planning may provide for the gradual creation of a sufficient number of jobs suited to the level of education reached by workers and young people, thus contributing in many countries to a solution of the problems caused by a brain drain contrary to the national interest;

(3) that the most under-privileged groups, including immigrant workers, unskilled farm workers, handicapped workers, working women and young people, the unemployed, etc., may take part in educational activities in accordance with their needs;

(4) that manual and intellectual workers may obtain, as is already the case in a number of countries, the following:

(a) recognition, through legislation to that effect, of the right to life-long education and training courses, whether vocational or general, during working hours without loss of earnings, and also any paid study leave needed to continue their studies;

(b) recognition of diplomas and qualifications acquired as part of adult education and inclusion of this in binding clauses forming part of collective agreements;

(c) legislation establishing the right of unemployed workers to vocational training paid as working time;

(d) the subsidizing by the public authorities of the costs of adult education, with trade union organizations, representing the workers, having full right to take part in the definition and drawing up of the programmes, in the management of the funds allocated and in the carrying out of adult education activities;

(5) that priority and special attention be given to the training of adult education teachers and organizers drawn from the working class and the toiling masses who will carry on their activities in those milieux;

Recommends that Member States and Unesco, in view of the great difficulties encountered by the developing countries, by the former colonial countries and by the liberation movements of the peoples still under colonial domination, should, in order to implement the above recommendations, increase the aid they give in many forms to these peoples so as to enable them to set up adult education structures as soon as possible.

RECOMMENDATION 7

Preparation of a Recommendation to Member States on Adult Education

The Conference,

Guided by the spirit of the United Nations Charter, the Constitution of Unesco and the Universal Declaration of Human Rights,

Believing that the right of individuals and nations to education, their right to learn and to go on learning, is to be considered on the same basis as their other fundamental rights, such as the right to health and to hygiene, the right to security, the right to all forms of civil liberty, etc.,

Noting that, while adult education in the developed countries poses problems of social advancement and of adaptation to the scientific, technological, economic and social conditions of life in the ever-changing world of today, total illiteracy continues to afflict almost one-third of mankind, for the most part in Asia, Africa and Latin America,

Recalling that, whereas adult education thus continues to be a serious matter for the developed nations and societies, for the peoples of the Third World it is a problem of tragic proportions, thwarting their efforts for development and social advancement,

Considering that the fact that mankind shares common problems and a common destiny obliges all countries and all peoples to act on fellowship, concerting their efforts and pooling their resources in order to devise adequate solutions with the aim of securing man's all-round fulfilment,

Considering that the international community, which has given its sanction once and for all to the just cause of decolonization as a force for peace and progress for all mankind, is duty bound to strive to complete the process of decolonization by seeking adequate ways and means of going to the help of almost a third of mankind which is still struggling to free itself from the toils of total illiteracy,

Noting that decolonization will never fully attain its aim if a third of mankind, being illiterate, not only remains a frustrated onlooker of the development of the other two-thirds, but plays no part in the pursuit of progress and in the enjoyment of the benefits of universal progress,

Considering that international co-operation is a decisive factor in the development of education and that aid to the vast majority of the peoples of the Third World in this field is both a vital necessity and an act of justice, wisdom and historical restitution,

Notes that recognition of the importance of adult education for the satisfaction of individual aspirations, economic and cultural development and social progress is still far from expressing itself to anything like the desirable extent in practical action by the public authorities, working in conjunction with social organizations;

Recalls that countries, regardless of the level of development which they have reached, cannot hope to attain the development objectives which they have set themselves and to adjust to the changes of all kinds which are occurring in all societies at an ever accelerating rate if they do not give increased and constant attention to adult education and provide it with the necessary human and material resources;

Reiterates that a genuine regeneration of education and the creation of conditions for life-long education require that circumstances be created in which adults can find an answer to their problems in the context of their own lives, by choosing among a range of educational activities whose objectives and contents they have themselves helped to define;

Considers that the elaboration and the adoption of an international instrument concerning the basic principles and problems set forth above could well help to indicate solutions to the problems of the quantitative and qualitative development of adult education as a whole and more particularly to the eradication of illiteracy; and consequently,

Recommends that Unesco explore the possibility of preparing, as soon as possible and in accordance with the Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution, a recommendation to Member States concerning the development of adult education, in relation to the total liberation of man.

RECOMMENDATION 8

Recognition of adult education as an essential sector of the educational system and strengthening Unesco's action in this field

The Conference,

Recognizing the importance of national objectives and national policies for the promotion of adult education in all its aspects,

Realizing that adult education is a tool for the unity and development of a nation but that, in the majority of cases, national development plans do not place sufficient emphasis on the rôle of adult education in the overall process of development,

Believing that in any country today education in general, and adult education in particular, can no longer be considered as a social service, but as a necessary national investment,

Considering that adult education cannot be seen as an isolated area but only in the context of the overall system of education,

Considering further that empirical research has shown that the impulse to take part in educational activities, in particular in those of adult education, depends very much on the kind of education received at pre-school and school ages and on its democratization,

Observing that during the last decade, Unesco has played a major rôle in developing the concept of life-long education and should pursue its efforts in this direction in the coming years,

Recommends that Member States:

1. Give due recognition to adult education as an essential sector of their educational system;
2. Plan adult education programmes within the framework of community development programmes, and link them with present and future manpower needs, so that efforts made in the education of adults can have an immediate effect on the economic and social development of the country;
3. Integrate the planning and execution of adult education programmes with overall national education planning;
4. Make adult education planners aware of the various development planning priorities in their respective countries and, to this end, ensure that a close relationship is maintained with the official body responsible for the national economic and social plan;
5. Allocate a sufficient percentage of the national budget and, in particular, of their education budget to adult education;
6. Among other fiscal measures, invite enterprises, which profit considerably from adult education programmes, to make a reasonable contribution to the costs thereof;
7. Make all ministries and government departments aware of the fact that they are all to some extent involved in adult education and that they should, therefore, support the central body responsible for co-ordinating it;

Recommends that Unesco:

1. Intensify its efforts to promote the concept of life-long education and adapt the structures of its Secretariat accordingly;
2. Reinforce substantially its adult education programme, in particular in the framework of the International Bureau of Education, the International Institute of Educational Planning, the Unesco Institute of Education and the International Advisory Committee for Out-of-School Education whose rôle should become more flexible and dynamic;
3. Help Member States, at their request, to promote activities aimed at integrating adult education into the education system;
4. Step up its rôle as an international clearing-house for governmental and non-governmental adult education bodies;
5. Regularly publish and disseminate all useful information;
6. Make a comprehensive survey of the work hitherto done by regional and international organizations and institutes in the field of life-long integrated education;
7. Encourage direct contacts, exchanges of materials and information, and co-operation between the agencies currently involved in this work.

RECOMMENDATION 9

The organization of adult education

The Conference,

Considering that adult education offers the citizen an instrument of emancipation in a society which he is called upon to construct and transform from within,

Recognizing that adult education, by virtue of the qualifications it imparts and the influence it exerts, can contribute to a change of attitude among people in the developing world and can also be a powerful catalyst in the process of development,

Considering the vital importance of increasing participation by the adults concerned and their representatives in determining the content of programmes and in their teaching and administration,

Recommends that Member States:

1. Develop, as required, large-scale education programmes for the all-round development of the individual in the framework of changing social and economic structures;

2. Improve the practical knowledge of rural communities;

3. Encourage participation by non-governmental organizations in national adult education programmes;

4. Explore the possibility of establishing national adult education associations in order to enlist the participation of different organizations in the preparation of adult education policies and programmes;

5. Establish, in order to promote information and knowledge about adult education, national institutes of adult education to act as national documentation centres and clearing-houses for information on adult education at both national and international levels, to co-ordinate adult education activities throughout the country, and ensure close co-operation between government agencies, universities and private adult education bodies.

RECOMMENDATION 10

Greater priority to adult education in the Programme of Unesco and in international aid

The Conference,

Considering the fundamental rôle which adult education, because of its positive impact on the economic, social and cultural development of countries, has to play,

Considering that investments in programmes of adult education yield a high rate of return,

Considering the great importance of promoting adult education as an instrument for social advancement and for improving the quality of life of the populations concerned,

Recommends that Unesco:

1. Give greater priority to adult education programmes in the allocation of its own resources and urge the Specialized Agencies of the United Nations system to do likewise;

2. Concentrate a greater proportion of its resources, within its adult education activities, on assistance to the disadvantaged groups;

3. Continue to develop co-operation between the agencies of the United Nations system concerned with adult education, and strongly urge the agencies concerned with bilateral and multilateral financing, in particular the International Bank for Reconstruction and Development, to grant due priority to the financing of national adult education programmes and to make allowance for recurrent expenditure in specific programmes.

RECOMMENDATION 11

Education for cultural fulfilment

The Conference,

Considering the importance of art education and the extensive use of books in adult education,

Noting that museums and libraries are still, in most countries, used only by a privileged minority,

Recommends that Member States, in co-operation with the International Council of Museums, the International Federation of Library Associations, and other international organizations concerned with art and literature, intensify their efforts to devise a method of popularizing culture and fostering the reading habit so as to enable the masses to play a creative rôle and attain cultural fulfilment;

Recommends that Unesco take account, in establishing its next adult education programme, of the recommendations made by the intergovernmental conferences on cultural policies (Venice, 1970; Helsinki, 1972).

RECOMMENDATION 12

Parent education

The Conference,

Convinced that the success of any attempt to reform the education system depends to a great extent on the understanding and active participation of parents,

Stressing that the acceptance of the idea of life-long education will depend on the active co-operation of those whose children will attend the educational institutions of tomorrow,

Recommends that Unesco give the problem of parent education higher priority in its programme by means of substantial pilot projects.

RECOMMENDATION 13

Exchanges of experience related to new integrated education systems

The Conference,

Considering the important rôle of adult education in integrated education systems, within the context of life-long education, as a factor in the democratization of education and in economic, social and cultural development,

Recognizing that basic problems still remain unsolved with regard both to the implementation of the concept of life-long education and to the democratization of education, and that international co-operation is required for the solution of these problems,

Recommends that Unesco:

1. Make provision for exchanges of experience between different countries with regard to the planning of, and research in, adult education and promote thorough research into the implementation of new integrated education systems adapted to the specific conditions of different countries;

2. Bring out clearly in these studies the linkages between the various subsystems - formal education, training, supplementary education, vocational guidance, rural education, etc.;

3. Help Member States which so desire to establish models of life-long education which take account of their specific conditions, their cultural context and their economic and social development needs.

RECOMMENDATION 14

The gathering and processing of data

The Conference,

Considering the impossibility of carrying out any serious survey of educational activities with the conceptual and technical tools at present in use, the absence of any methodology for listing the various forms of adult education, and the urgent need for statistical data in order to work out and to implement adult education plans,

Recommendations

Recommends that Unesco:

1. Sponsor systematic research with a view to defining the criteria for classifying adult education activities;

2. Invite Member States to support such research;

3. Consider the possibility of an initial data-gathering project with a view to setting up, after the necessary analyses, assessments and adjustments have been carried out, a permanent system for the gathering and processing of the statistical data on adult education, which is essential at the evaluation and forecasting stages.

RECOMMENDATION 15

Regional seminars on the planning, financing and administration of adult education; encouragement of comparative studies

The Conference,

Considering that the planning of education, like any other planning, calls for a planning-programming-budgeting approach and that the requirements of life-long education entail co-ordinated planning of school and adult education systems,

Considering also that the difficulties encountered in the planning of adult education stem from an inadequate awareness among those responsible, from a shortage of specialists and from a lack of comparable data,

Recommends that Unesco:

1. Organize, as frequently as possible, regional seminars, open to various categories of participants, on the planning, administration and financing of adult education;

2. Encourage small international meetings for the comparative study of adult education.

RECOMMENDATION 16

International action against illiteracy

The Conference,

Realizing that, in most countries of the Third World, the percentage of illiteracy among adults is still disturbingly high,

Noting that illiteracy divides people into virtually two "worlds", which may well be one of the factors in low economic growth, social tensions and political instability, not only in the individual States, but also in the world at large,

Inasmuch as the solution of this problem requires enormous financial and human resources in the developing countries, which are already allotting a large share of their gross national product to education,

Recommends that Unesco, at the request of Member States and in co-operation with other organizations of the United Nations system, or through funds-in-trust arrangements:

1. Assist increasingly in the training, by local institutions, of teaching staff and administrative and technical personnel for adult education;

2. Help universities to play a more dynamic rôle in the fields of research, development of better methods, the use of mass media and visual aids in adult education, and encourage the exchange of professional staff between universities;

3. Promote research by local institutions on specific problems of adult education;

4. Encourage literacy instruction in local languages to promote awareness of the socio-economic situation and to enable workers to improve their skills, thus creating functional literacy programmes in the full sense by actively involving illiterates in their own instruction;

5. Increase its assistance to local book production and printing.

RECOMMENDATION 17

Regional institutes for literacy and adult education

The Conference,

Having reviewed the immense efforts that have been made since the Montreal Conference, at both the international and national levels, to extend school enrolment for children and adolescents and to combat illiteracy among adults,

Noting that the percentage of illiterates has shrunk while the overall picture shows that the number of illiterates has continued to increase,

Noting with disquiet that the illiteracy problem in developing countries still constitutes a serious obstacle to development,

Noting that progress in international co-operation in the field of adult education over recent years has been far from satisfactory,

Bearing in mind that literacy training is considered to be an integral part of adult education, particularly in developing countries, where adult education programmes include a compulsory literacy component, with special emphasis on functional literacy linked to social, political, economic and cultural development,

Paying tribute to Unesco for the valuable support it has given to the Regional Centres for Functional Literacy in Rural Areas for the Arab States (ASFEC) and for Latin America (CREFAL) and to the International Institute for Adult Literacy Methods (Teheran),

Noting that both ASFEC and CREFAL have an important rôle to play in the fields of training, research, information and the production of instructional materials for use in adult education in general and functional literacy in particular, and that the two Centres are to assume increased responsibilities in this vital field, including the possible organization of long-term courses,

Recommends that Unesco:

1. Ensure that ASFEC, CREFAL, and the International Institute for Adult Literacy (Teheran), in co-operation with other regional institutions which are not directly connected with Unesco, such as ICECU (Costa Rica), SENAI and SENAC (Brazil) and SENA (Colombia), link their literacy activities to adult education in the context of life-long education and acts as agents, in their respective regions, for the propagation of the new trends in adult education which emerge from this Conference and for the implementation of its recommendations;

2. Negotiate, in agreement with the Member States of the regions concerned, with the United Nations Development Programme in order to obtain its financial support for these two centres until such time as the Member States of the regions concerned can gradually assume financial responsibility for them;

3. Consider the possibility of establishing a regional literacy centre for Africa;

Recommendations

4. Takes note of the wish expressed by the Member States concerned that Unesco continue its financial assistance to ASFEC, CREFAL and the International Institute for Adult Literacy Methods (Teheran) to enable them to carry out their functions in the field of education, with particular emphasis on functional literacy.

RECOMMENDATION 18

Polyvalent adult education centres

The Conference,

Considering the satisfactory results obtained by the polyvalent centres set up under the auspices of Unesco, results which are directed towards the all-round advancement of workers in various enterprises and other sectors of the population,

Recommends that Unesco continue aiding in the establishment, in developing countries which so request and in accordance with the resources that can be marshalled for this purpose, of polyvalent education centres, as a pioneering initiative conducive to the extension of adult education.

RECOMMENDATION 19

International co-operation in developing curricula, unit/credit systems, and multi-media programmes

The Conference,

Noting that adult education lends itself particularly well to international co-operation,

Considering that the development of curricula is particularly difficult and costly,

Recommends that Member States:

1. Through the intermediary of Unesco, agree among themselves on the preparation and adoption of international standards in the most important fields, such as the teaching of languages and basic studies, with a view to helping create a universally accepted unit/credit system;

2. undertake joint efforts to produce multi-media programmes with a view to reducing the high cost of software.

RECOMMENDATION 20

Research on impediments to the dissemination and use of audio-visual materials

The Conference,

Considering that the use of modern communication media for adult education purposes is limited by the cost of production and the cost of obtaining the programmes themselves,

Considering that this question is closely linked with that of copyright which Unesco already handles in respect of printed works,

Recommends that Unesco and Member States, in co-operation with the national and international organizations concerned, carry out studies and research on all aspects of the problem and take steps to eliminate all impediments to the dissemination and use of audio-visual materials in and between Member States.

RECOMMENDATION 21

Mobilization for the eradication of illiteracy

The Conference,

Considering the fundamental importance of literacy work in adult education, and in the light of the historical experience of Member States which have successfully solved the problem of illiteracy,

Recommends that Member States in which the illiteracy rate is still very high, launch wide-scale campaigns for the rapid eradication of illiteracy, mobilizing for this purpose the whole literate section of the population and providing them with suitable methodological guidance and training.

RECOMMENDATION 22

Study of new techniques for the education of nomadic populations

The Conference,

Recognizing the problems involved in teaching nomadic adult population groups and the potential usefulness of new techniques in performing this task,

Recommends that Unesco, in collaboration with other Specialized Agencies concerned, investigate these problems in an effort to suggest effective solutions.

RECOMMENDATION 23

International norms for educational equipment

The Conference,

Considering that an essential part of the cost of education is related to the purchase and utilization of modern technical aids,

Noting that the lack of international standards of equipment and the complexity of available educational material tend to increase the cost of education,

Recognizing the achievements of existing agencies, national and international, towards a compilation of internationally applicable material,

Recommends that

(i) Unesco ask the International Standardization Organization to assign high priority to establishing international norms for educational equipment, thus ensuring the compatibility of such technical means;

Recommendations

(ii) Unesco organize consultative expert meetings at the regional level, with a view to co-ordinating the efforts of existing agencies towards a systematic registration of educational materials of international relevance.

RECOMMENDATION 24

Promotion of books and other printed materials

The Conference,

Acknowledging the value of the newer media for adult education,

Emphasizing the irreplaceable rôle played by books and other printed materials in the education of adults,

Recommends that Member States take all appropriate measures, including the provision of subsidies where necessary, to expand the publication of attractively presented and inexpensive books and other adult educational materials for special target groups for the purposes of adult education and self-instruction at all levels, corresponding to diverse and changing needs;

Requests that Unesco increase its support to Member States (i) for the development of the local production of teaching and reading materials designed for all levels and categories of adult education, (ii) the development of effective distribution systems, including public libraries, (iii) and the training of writers, illustrators and other personnel required for the production, distribution and effective use of printed materials.

RECOMMENDATION 25

The relationship between institutionalized adult education and informal adult learning with special reference to the use of mass media for educational purposes

The Conference,

Considering the need for co-ordination of national efforts in adult education at all levels from policy making to production in order to achieve the highest possible effectiveness; and in recognizing the scarcity of human and material resources,

Considering also the increasing importance of out-of-school education in the development of knowledge and the formation of public attitudes, particularly among adults, and the need for closer relationships between institutionalized adult education and informal adult learning;

Recommends that Member States:

1. Promote the establishment of working relationships between professional adult educators on the one hand and those responsible for adult education and planning in the various out-of-school information media on the other, particularly in radio, television and films, with a view to giving due priority in the various media for educational and cultural purposes and for co-ordinated programming;

2. Consider providing financial assistance to TV and broadcasting organizations to enable them to set up specially qualified staff for educational programmes;

3. Undertake and support joint efforts by governments, broadcasters and learners to arrive at a better identification and understanding of learners' needs to apply the findings to programme-planning and to raise the quality of production through blends of professional skills;

4. Help develop the ability of adult learners to select appropriate radio and television programmes most suited to their own needs and to make full use of the knowledge acquired;

5. Promote through co-ordinating activities the design of various multi-media systems for adult education or self-directed instruction, including youth services schemes, correspondence education and distance teaching;

6. Provide the necessary funds to enable public authorities, broadcasting corporations and private educational associations to organize well structured feedback systems that enable adult learners to participate in and react to programme development;

7. Include the application of modern media to local conditions and national efforts for educational activities in rural areas as essential parts of adult education and facilitate, through fiscal and other measures the availabilities of equipment and materials at the lowest possible price;

8. Organize at the national and/or regional level, seminars and workshops for training of personnel to update and upgrade adult educators in the knowledge and use of new methods and techniques, such as the systems approach;

Recommends that Unesco promote collaboration and co-ordination in this area by convening an international seminar on the relations between institutionalized adult education and informal adult learning and by studying the need for and feasibility of establishing mechanisms for co-ordination of the use of mass media for educational purposes, and take any other appropriate action for the promotion, support and implementation of these recommendations.

RECOMMENDATION 26

The transfer of educational technology to developing countries

The Conference,

Bearing in mind the extraordinary recent progress in the use of methods, techniques and media of social communication, particularly in the so-called developed countries,

Considering that the methods, techniques and media of social communication play a cardinal rôle in present-day education and, hence, in adult education,

Recognizing that in a world in which men, cultures and peoples are all interdependent, there arises the problem of the transfer of educational technology from the developed countries to those of the Third World,

Mindful of the fact that the indiscriminate transfer thereof may entail a gradual cultural encroachment which is liable to distort the principles of cultural liberation which means, not the rejection of the cultural values of other peoples of the world, but a selective assimilation and a fruitful utilization thereof, in so far as the characteristics and the level of economic, social and cultural development in the respective societies permit,

Recognizing the fact that the different peoples of the world, each in accordance with its national characteristics and socio-political structures, attach importance to the successful use of new methods, techniques and media of social communication, particularly in connexion with adult education,

Recommends that Unesco carry out studies and research bearing on all aspects of the problem of the transfer of educational technology now taking place, and to support national research efforts and projects in the field of educational technology, with particular reference to adult education in the Third World countries, in accordance with the principles of democratic participation and of cultural liberation.

RECOMMENDATION 27

Methods and techniques; research, development and experimentation

The Conference,

Considering the diversity and complexity of the needs of adult learners,

Considering also the rapid increase in the numbers and types of education methods and teaching aids which are becoming available,

Recognizing the relative lack of knowledge about their appropriate and effective applications and transferability, with particular reference to learner needs in varying ecological contexts which often leads to confusion on the part of both teachers and learners,

Recognizing further that it is essential to ensure that appropriate techniques are used with adult learners in systems of life-long education where the needs of adults and of young people are being met jointly rather than separately,

Recommends that Member States give high priority to research, development, experimentation and dissemination of findings in the use of new media for adult education and innovative institutional structures notably by:

(i) Research in the science of adult education, by some called andragogy, which takes into account the biological, psychological and sociological aspects of the problems of adult learning with a view to providing a foundation for the development of new methods and techniques;

(ii) Pilot studies in selected areas preferably in the developing countries, utilizing the experience and expertise already acquired elsewhere, to develop new methods and techniques as well as possible models for their integration into various kinds of educational systems;

(iii) Improving the conventional type school by developing at the same time types of training which are integrated into the daily activities of adults and characterized by their functional and collective nature, through the free initiatives of those concerned and transformation of methodology;

(iv) Experiments in the use of new media, such as video-tape mobile units, in developing areas among different groups of rural and urban population enlisting the aid of governmental and non-governmental bodies;

(v) Experimental centres using individualized media-systems for self-directed learning;

The Conference

Further requests those Member States which have undertaken such research and experimental projects to make available as extensively as possible the research methods and findings on educational programmes, processes of obtaining feedback and motivation, the systems used and their effectiveness, and

Requests Unesco to undertake appropriate measures to participate in and support experimentation and research in these fields.

RECOMMENDATION 28

The rôle of universities in adult education

The Conference,

Recognizing the shortage of trained personnel for adult education,

Believing that adult education cannot be developed in accordance with the principle of life-long education unless the number of full-time specialists is considerably increased,

Stressing that more extensive training facilities are required to increase the number of such specialists,

Recognizing the benefits both to the community and to the universities of university involvement in adult education of all kinds,

Realizing that in many countries, adult education has not been accorded the right status both in government and university circles,

Realizing further that during the 70's, education will have to be development-oriented,

Considering the fact that in such development-oriented educational programmes, the universities and other institutions of higher education have an important rôle to play,

Recommends that Member States encourage the universities and other institutions of higher education:

(1) To recognize adult education as a discipline, and to undertake inquiries and research in this field as an important and necessary aspect of their functions;

(2) To establish, as a necessary step in the professional development of adult education, courses for the training of adult educators which should include both short in-service courses and longer courses leading to the award of certificates, diplomas or degrees;

(3) To participate in programmes of adult education of appropriate kinds and to make substantial provisions for extension and refresher courses;

(4) To establish in their faculties of education or equivalent units courses for the training of teachers and specialists in adult education as well as to set up intensive courses of short duration for the emergency training of such personnel;

(5) To operate special links with existing institutions of adult education, to exchange visiting lecturers and technicians and to exchange journals and other publications;

In so doing, to co-operate fully with existing institutions of adult education and other agencies working in the field of adult education;

Recommends that Unesco promote greater co-operation among universities and non-governmental organizations in order to realize the above goals.

RECOMMENDATION 29

Training of adult education personnel

The Conference,

Believing that adult education in the future, even more than now, will be a permanent part of the educational system with a growing importance in almost all fields of the society as well as for raising the general education and the cultural level of the people,

Recommendations

Recognizing that the training of personnel required for this important part of the educational system calls for short-term and long-term measures for upgrading and updating the knowledge, skills and techniques of practising personnel,

Recommends that Member States give high priority to the training of adult education personnel and for this purpose:

(1) The study of adult education be included in the curricula of teacher education, and in the training of librarians and other educational personnel;

(2) Programmes be developed for training teachers who are specialized in adult education, such programmes being appropriately co-ordinated with the teacher-training system at the third level of education;

(3) Seminars and courses for adult education personnel be an integral part of the education system, including short-term courses for the training of trainers, full-time training officers in industry, adult educators and administrators;

(4) Broadcasting, television, printed material, correspondence courses and audio-visual aids be used in combination in the training of adult education personnel;

Recommends to Unesco that:

(1) Consultant services be made available on request to the Member States for training programmes, and that workshops and seminars be held when appropriate;

(2) In order to make training more effective, assistance be given for promoting research into the problems of motivation and non-participation.

RECOMMENDATION 30

Institutional measures for the development of international co-operation in adult education

The Conference,

Having taken note of the main development trends laid down in the working paper of this Conference to improve the already-existing international co-operation in adult education,

Considering that more rapid information on achievements gained in adult education would contribute towards strengthening bonds of friendship among the peoples of the world,

Recommends that Member States:

1. Establish research and documentation centres dealing with adult education with a view to facilitating international research and the diffusion of professional information;

2. Encourage the creation of associations of adult education in order to enable their members to keep themselves well-informed through systematic programmes, seminars and specialized libraries;

3. Ensure adequate representation of adult education interests on National Commissions for co-operation with Unesco;

4. Organize international meetings of adult educators in the form of summer universities or in any other appropriate ways;

5. Invite organizations of youth, workers, peasants, families, beneficiaries of out-of-school education and having experience in this field to participate in international conferences and committees for the elaboration, discussion, implementation and evaluation of out-of-school education and adult education;

Recommends that Unesco give suitable assistance to such activities and assist translation of adult education literature which is not available in an official Unesco language.

RECOMMENDATION 31

Mobilization of the educational resources of the community for adult education

The Conference,

Considering the immensity of the task of adult education in all countries and the growing need to update knowledge and techniques which results from the increasingly rapid development of science and technology,

Realizing that existing methods of organizing and financing adult education as well as general education cannot, even with the assistance of modern means of communication, satisfy the increasing needs,

Realizing the extraordinary wealth of educational resources which lie untapped in the community and the need to mobilize them for adult education,

Recognizing that the participation of youth in mobilizing community resources for adult education is essential,

Noting the reduction by industrialization of the individual's opportunities for self-expression,

Noting, on the basis of both experiments and existing programmes, that the culturally and educationally less-privileged are often more easily reached and helped by those who are closest to them and share their daily preoccupations,

Believing that it is imperative to intensify the efforts to mobilize human resources collectively for adult education based on a strategy which forms a part of the national plans for economic, social and cultural development,

Realizing that those who already have been educated can themselves teach in their own immediate surroundings and play a significant rôle in diffusing education as administrators, animateurs, voluntary leaders or assistants, in co-operation with the professional educators,

Recommends that Member States take account of the following factors in developing their training systems for adult education personnel:

(1) The need to train adult educators as social leaders with a deep awareness of the social aspects of their functions and the capacity to stimulate and mobilize the community's human resources for responsible participation in adult education;

(2) The need to provide young people with opportunities to deal directly with the educational and social problems of the people so that they may receive from the community the stimulus which will also enrich their general and vocational training;

(3) The need to make systematic efforts for discovering, recruiting and training adult educators from among the local natural and potential leaders, despite the fact that they may lack formal training;

(4) The need to train adult educators so that they may be able to develop materials and methods in their adult education programmes which are adapted and relevant to local traditions, customs and heritage;

Recommends that Unesco:

Promote an approach to adult education which would not only teach individuals how to learn but also to teach others in their immediate surroundings, and provide to Member States, on request, assistance for developing this approach.

RECOMMENDATION 32

International co-operation in the training of adult education personnel

The Conference,

Recognizing that notwithstanding the continuing requirement for voluntary action for the foreseeable future, there must be a rapid and substantial increase in the available number of qualified persons in each country for whom adult education becomes a full-time occupation,

Recognizing further that national and regional differences make necessary a variety of styles, methods and approaches having as their common feature the improvement of provisions for adults to learn both within and outside established educational structures,

Recommends that Member States:

Extend and intensify their efforts toward improved opportunities for the training of all levels of adult education workers;

Requests Unesco to:

(1) Support and promote regional and international seminars, workshops and other training programmes which would encourage the sharing of successful experience and useful expertise in the field, such support and encouragement to be extended not only to Member States but also to NGO's including national and regional associations of adult education, and the organizations of youths;

(2) Study the feasibility of establishing regional training centres which may undertake training programmes for key level personnel in collaboration with national institutions, universities and associations of adult educators.

RECOMMENDATION 33

Adult education as a subject in international conferences on education

The Conference,

Considering the growing importance of adult education, the rapid developments that are taking place in this field, and the consequent need for international exchange of experiences and ideas,

Requests that Unesco:

(1) Explore the possibility of convening international conferences on adult education more frequently than hitherto and of organizing the next one in a developing country;

(2) Place appropriate aspects of adult education on the agenda of the regional conferences of Ministers of Education and of the bi-annual conferences of the International Bureau of Education;

(3) Hold periodic regional conferences on adult education, especially in the developing regions.

ANNEX I

AGENDA

1. Opening of the Conference
2. Election of the President
3. Adoption of the Rules of Procedure
4. Election of the Vice-Presidents and the Rapporteur-General
5. Adoption of the Agenda
6. Main trends in adult education during the last ten years (analysis and major problems)
7. Adult education as a factor in the democratization of education and in economic, social and cultural developments. Its rôle and place in integrated educational systems within the context of life-long education
8. Policies for the development of adult education
   - 8.1 Planning, administration and financing
   - 8.2 New methods and techniques; utilization of the major communication media
   - 8.3 Mobilization and training of personnel required for the expansion of adult education
   - 8.4 Development of adult education through international co-operation
9. Adoption of the report of the Conference
10. Closing of the Conference

ANNEX II

ADDRESSES DELIVERED AT THE OPENING MEETING

Address by H. E. Mr. Kakuei Tanaka

Address by Mr. René Maheu

Annex II

Address by H. E. Mr. Kakuei Tanaka
Prime Minister of Japan

Mr. Director-General,
Your Excellencies,
Distinguished Delegates,
Ladies and Gentlemen,

It is my great pleasure to have an opportunity of addressing to you representing the host Government at the opening of the Third International Conference on Adult Education. First of all, I should like to express, on behalf of the Government and people of Japan, my hearty welcome to the distinguished delegates of Member States of Unesco, observers from non-Member States, representatives of the United Nations and other organizations and agencies of the United Nations system, observers from intergovernmental and non-governmental organizations, as well as the Director-General of Unesco and his staff, who have come to this country from every part of the world.

Unesco has so far organized once a decade an international conference on a worldwide scale for the promotion of adult education. These conferences each proved to be a starting point for a new development in adult education. I believe the present Conference has a special significance different from that of the previous ones.

In the past, adult education used to be regarded to have a rôle supplementary to school education. Upon entering the 1970s, the countries of the world, advanced or developing, are faced with the need of re-examining the educational functions of the whole society from the viewpoint of "life-long education". This is an ambitious attempt to establish a new system of education capable of enabling a man to develop his potentialities to the maximum extent, in accordance with the stages of development of man and in response to the educational requirements of individuals and society. It also aims at opening a new horizon for the spread of education and the elevation of its standard, by introducing evolutionary means into the traditional method of education. I understand that the main purpose of the present Conference is to clarify the proper place for adult education in response to this challenge of the time to the whole system of education.

In Japan, this year marks a centenary of the establishment of its modern system of school education. Today, the spread of school education in our country has reached a high level in terms of the international standard. But the need of the people for out-of-school education is ever increasing. While the important rôle of school education in the whole system of education of the people is recognized, its limitations have come to be widely discussed. The basic problem of education in this country today is what educational opportunities can be provided in all of the different settings of human life, including home, school, community and place of work.

A human being is a creature that essentially requires "education". I firmly believe that to turn on a light in the minds of men with education is the source of motive power for all developments. It is a cause of profound gratification to me that this Conference, which is to tackle this universal problem of mankind, does take place in Japan in the very year when our country observes the centenary of the establishment of the system of school education. I express my sincere respect to Unesco for organizing such a significant Conference as this.

I have to leave, with utmost reluctance, while this inaugural ceremony is in progress, since I have only recently formed a Cabinet and am pressed with urgent matters. I request your permission and sincerely hope that your Conference will prove to be a great success, and that your sojourn in Japan will be a fruitful one.

Thank you.

Address by Mr. René Maheu
Director-General of the United Nations
Educational, Scientific and Cultural Organization
(Unesco)

Mr. Prime Minister,
Ministers,
Your Excellencies,
Ladies and Gentlemen,

May I first of all express, on behalf of the Organization, my sincere gratitude to the Japanese Government for its generous hospitality, and address my thanks in particular to His Excellency the Prime Minister, Mr. Kakuei Tanaka, and to the Minister of Education, Mr. Inaba, who, by agreeing to honour this inaugural session with their presence, have shown how important they consider the Third International Conference on Adult Education to be. No place could lend itself to a meeting of this kind better than the capital of this most cultured and industrious of nations which can be proud of having developed adult education, in its most modern forms, to an exceptional point.

I extend my most cordial compliments to the delegates of some 80 Member States gathered here, and I greet the observers of non-Member States, the representatives of sister agencies of the United Nations system and of other intergovernmental organizations, as well as the observers from international non-governmental organizations, whose presence here in such numbers confirms the interest which they have always taken in the development of adult education.

Ladies and Gentlemen,

Before going over the main questions with which you will be dealing, I should like to say a few words about the preparation of the Conference. Discarding the usual practice of working out in a small committee the topics to be submitted, 38 Member States set up working groups and multidisciplinary study groups which analysed the development of adult education over the past ten years and studied future prospects. A number of countries and non-governmental organizations also convened preparatory meetings at the national and international levels to examine specific problems. I should also like to express my gratitude to the 88 Member States which replied to the questionnaire that the Secretariat sent out to them last year. They thereby made it possible for us to place at your disposal, in the document entitled A Retrospective International Survey of Adult Education (UNESCO/CONFEDAD/4), detailed information on current trends in the field which concerns us in the various regions of the world. Lastly, I consider it a promising development that many of the groups set up for this occasion will become permanent bodies, so that the work begun during the preparatory phase may continue after the Conference.

The care taken over these preparations was essential for a meeting on this scale and on a subject the importance of which, both to the State and to the individual is becoming increasingly evident and which is in full development.

When one looks at the development of adult education since 1949, the year in which Unesco convened at Elsinore (Denmark) the first international conference in this field, it is impossible not to be struck by the changes that have taken place, especially as regards the access of adults to education and the diversification of the content, methods and means which education can employ for their benefit. If we grant the increasingly widespread exercise of the right to education and the regeneration of education systems to be the chief imperatives in this field, we may claim that adult education is one of the sectors of education which has made greatest progress in the last twenty years; and it has done so despite the slender means at its disposal. Credit for this is due, in no small measure, to the social organizations and movements which were among the first to recognize the value of, and the need for, adult education and have not ceased since the last century to demand it, to supply it and to promote it, and which have profoundly influenced it.

A number of other observations may be made. At Elsinore, out of 79 delegates and observers representing a total of 25 countries, 54 or approximately two-thirds, came from 14 countries of

Western Europe, 4 from Asia, and only one from Latin America; the Arab Republic of Egypt was the only country of the African continent to send a delegate. Moreover, at that first meeting, adult education was thought of essentially as supplementary education, of the traditional humanist type, intended for adults who already possessed a certain fund of knowledge. Technical, vocational and literacy training were considered as being quite separate from it. Private institutions were considered to be the main providers of such education, cut off as it was from education of the conventional type, the latter being mainly the responsibility of the public sector.

Eleven years later, in 1960, Unesco convened in Montreal, Canada, a second international conference on adult education. By its very composition, this conference reflected a growing interest in the subject and also the political changes that had taken place in the intervening years. Of the 50 countries represented there, Africa had 9 delegates, Asia 17, Latin America 19, and the Arab States 6. The Third World had come on to the international scene. Moreover, the Soviet Union and three other countries of Eastern Europe sent representatives this time.

The theme of the Montreal Conference - "Adult Education in a Changing World" - showed that there was a new awareness of the profound changes imposed upon adult education by an economic and social context which was evolving at an unprecedented rate. For one thing, this was the first time that the desire was clearly formulated to make adult education an integral part of overall education, which should itself not be confined to instruction of the school-age generations. Secondly, the assistance given by rich countries to less favoured ones was by now coming to be looked upon as an act of political justice and wisdom, and in the framework of that assistance, high priority was given to the eradication of illiteracy. A new stage in the long march of human progress, which, with its aspirations, its demands and its hopes, is one with that of education, was beginning.

During this period, a great part of Unesco's efforts and of those of its Member States to promote adult education was devoted to literacy. Those efforts were not in vain. Thus we find today that in the world as a whole the percentage of adult illiterates fell from 39.3 per cent in 1960 to 34.2 per cent in 1970. Unfortunately, because of the simultaneous population increase, the number of illiterates has grown, in absolute figures, from 43 million to an estimated total of 783 million in 1970.

In this field of literacy, it should also be noted that, in the realm of ideas, the concept of functional literacy has steadily gained ground. The World Conference of Ministers of Education on the Eradication of Illiteracy, meeting in Teheran in 1965, defined functional literacy as educational action combined with socio-economic and vocational training within the framework of a development undertaking. In order to verify the value and applicability of this concept whereby the acquisition of knowledge goes hand in hand with the acquisition of know-how, Unesco launched an Experimental World Literacy Programme, the pilot projects of which are submitted to constant evaluation. During a first phase, 12 projects have been undertaken in Member States, 11 of them receiving financial assistance from the United Nations Development Programme. Their implementation, which involves a great variety of techniques and structures, has encountered many difficulties; but it is already possible to state that it has produced some promising educational innovations. This is what the General Conference wished to stress when it pointed out, in a resolution adopted at its sixteenth session, the contribution that such projects may make to educational methods in general.

Recent developments in adult education have many other positive aspects, of which, so as not to make my remarks inordinately long, I shall only mention increased participation by governments in the financing and co-ordination of out-of-school education, the use of new communication techniques, the growing interest taken by the universities in adult education and the expansion of international co-operation in this field. More and more programmes for rural populations, training and refresher courses for workers and managers, family planning programmes and educational activities more particularly intended for women and, to a certain albeit inadequate extent, for young people who are not enrolled in school, are being provided.

While the substantial progress to which I have just alluded may be a legitimate source of satisfaction, it should nevertheless not conceal from us or encourage us to minimize the obstacles which still hamper the development of adult education. These obstacles were described in the basic document entitled Adult Education in the Context of Life-Long Education (UNESCO/CONFEDAD/5) which the Secretariat has prepared with the assistance of the International Advisory Committee for Out-of-School Education, whose advice and recommendations, in this respect as in many others, have been most helpful to us in preparing the Conference.

In connexion with the difficulties which remain, I must draw your attention to certain shortcomings which can no longer be ignored or neglected. In the first place, it must be recognized that many countries have no coherent policy with respect to adult education; all too often it is left to voluntary efforts alone, and the funds allocated for this purpose still fall very far short of the needs. All too seldom is consideration given to this sector of education in the general programmes for the nation's development and modernization. Lastly, the facilities for training the various categories of specialized staff needed by adult education are still inadequate.

It might also be well to analyse the deeper causes of one aspect - one which I consider crucial

and which has not so far been studied much - of what has come to be called the crisis in education, namely the fact that in most countries adults do not sufficiently feel the need for education. This phenomenon calls urgently for intensified sociological, psychological and educational research, the results of which would provide a solid foundation for the regeneration of the content, forms and methodology of adult education. Governments, above all, would stand to gain by possessing scientific data on this question when determining the measures to be taken to give adult education optimum efficiency in relation to the community's economic and social development goals, while at the same time satisfying individual aspirations.

Ladies and Gentlemen,

After you have examined the main trends which characterize current developments in adult education, it will be with full awareness of the progress that has been made, the shortcomings that remain, the needs and the resources, that you will be able to state your conclusions on the main lines of emphasis and policies to be adopted in the course of the coming years.

One of the main aims of adult education is to facilitate access to education by men and women who are no longer of school age and young people who, for various reasons, have not had the opportunity to attend school. In order to broaden access to education in this way, however, it is not enough - it is no longer enough - simply to provide, side by side with the existing school system, educational facilities for young people and adults who have had no schooling. New structures must be devised that will do away with the frontiers separating formal education from informal education, on the principle now widely recognized, though not yet widely applied, of a life-long education the object of which is learning how to learn and which tries to give each individual the opportunity to supplement and renew his store of knowledge throughout the course of his life. In this context, adult education must no longer be treated as a temporary expedient aimed at redressing the shortcomings of a conventional type of education. Since it is designed to provide a means of adapting to the changing conditions of existence and of acting on them, its primary purpose is to continue the educational work of the school; but let us not forget that, by its requirements and by its own discoveries, it may also contribute to the promotion of the much-needed renewal of school education methods.

I find this contribution particularly evident as regards what I shall term the qualitative democratization of education. By this I mean that the recipients of education must no longer be passive elements in the process; they should be able to participate fully, in particular by being given a say in the decisions governing the choice of content and methods of education. The result, I think, would be a better adaptation of curricula and educational techniques to the needs, interests and aspirations of those who wish to learn and to get to know things. More than any other form of education, adult education is in a position to break down the traditional barriers that separate teacher and learner, and to substitute a relationship of co-operation, or even mutual education, for the hierarchical relationship that so often still prevails in conventional education systems. If adult education resolutely sets out on this path, it will become both more attractive and more effective, and it will be able to help infuse into other sectors of education a new spirit capable of facilitating the solution of many problems, by satisfying the desire of so many young people, secondary school and university students, to be treated as active, responsible individuals.

For it would be a mistake to minimize the extent of this deep aspiration on the part of young people. The demand among the young for a greater rôle, in education first of all and subsequently in society, does not proceed only from the dynamics of population growth; it comes also from an awareness of the shortcomings of traditional education. It is nothing less than a profound shift in relationships between age groups which it calls for as part of a new, overall view of education. In this connexion, it should be noted that the methods used in adult education serve to ease the transition from the authoritarian discipline and indoctrination which still characterize education in many countries, to a type of transmission of knowledge which calls primarily for intellectual and emotional involvement on the part of the pupils. These methods, which include group work, organized discussions, the establishment of close and continuous links between training and work, the use of audio-visual aids that, considering the needs and attitudes which typify adult psychology, are particularly well suited to life-long education purposes, offer a most promising field for educational experimentation to all those who are seeking a positive solution to the current crisis in education and to the conflict between the generations.

You will also be required to examine adult education as a factor in socio-economic and cultural development. True, the socio-economic aspect of adult education is now an established fact, as pre-service and in-service training programmes, refresher courses and functional literacy projects show. Nevertheless, it would be well to take it more consistently into consideration, particularly with a view to the objectives of the Second Development Decade. To this end, all adult education activities should be viewed from a functional angle - functional in the broad sense of the term, that is to say, bearing in mind the many parts which one man in his time must play, and not only his productive work. Functional education as thus understood would meet both the needs of economic development and those of personal fulfilment and social progress, in accordance with the hope already expressed by the Montreal Conference.

But it is in the context of cultural development that adult education must, in the last analysis, be conceived and conducted in order to take on its full significance. As was clearly stated by the Intergovernmental Conference on the Institutional, Administrative and Financial Aspects of Cultural Policies held in Venice in the Summer of 1970, and, just recently, last month, by the Helsinki Conference on Cultural Policies in Europe, it is the duty of the public authorities to foster the development of culture and the participation of individuals in the cultural life of the community. Recognition of this duty on the part of the State in relation to the citizen's right to culture constitutes a development of the utmost importance which those responsible for adult education cannot but welcome and of which they should take full advantage.

From this point of view, it becomes particularly important to make more judicious use of the modern mass media and improve the quality of radio and television programmes. It would be equally desirable to ensure a broader dissemination of books, which are among the aptest instruments of education and culture and which Unesco particularly commends to your attention in this, International Book Year. Generally speaking, attention should be given to the problem of co-ordination and co-operation between educational establishments and cultural institutions, in order to strengthen both the educational function of these institutions and the cultural content of education. As regards literacy, that fact that it makes culture accessible to millions of adults ought not to lead to the abandonment or decline of traditional cultural values; it can, on the contrary, help to keep them alive and perpetuate them if care is taken to link it closely with life in the immediate social environment. The concept of functional literacy means that as well.

So soon after the United Nations Conference which was held last month in Stockholm, I think it fitting also to stress the importance of the educational work to be done with respect to the environment, not only in educational establishments but also among the general public. It is indeed clear that measures by the authorities and action by the specialists - most of whom, for that matter, still have to be trained - will not suffice to solve the immense and complex problems that have arisen in connexion with the preservation and rational development of the environment. In point of fact, this calls for nothing less than a harmonization of man's activities and aspirations, taking into account both the needs and the potentialities which modern technological civilization has brought to light and the limited resources and specific natural laws of the biosphere. This requires the participation of the population, which must be adequately informed about the causes for the deterioration of the environment, alive to the dangers threatening the equilibrium, the security, and the physical and moral well-being of individuals, and aware of the specific socio-economic and cultural characteristics of various human communities.

This is a typical case where it is quite obviously imperative to employ the combined resources of school and out-of-school education. These two types of educational activity are all too often, even today, looked upon as rival undertakings which differ both in the nature of the training which they provide and in the social strata for which they are intended. I believe that this rivalry, which will finally lose all meaning as and when life-long education becomes a reality, is already outmoded and highly prejudicial to education as a whole.

Naturally, in the distribution of financial and human resources, those responsible for educational policies are forced to choose between the in-school and out-of-school instruments and aspects of those policies; and in this connexion I have no hesitation in saying that in certain cases the present distribution ought to be revised because it is too neglectful of those - and I am referring to adults - who make up the active portion of the population, improvement of whose training will therefore contribute more directly to improving the present behaviour patterns and raising the productivity of society; but whatever may be the desirable proportion to establish between what might be called short-term investments - by which I mean adult education - and long-term investments, i. e. the education of the young, we must realize that what we have to do is balance the requirements of two phases in a single, continuous human process and two components of a single policy.

It cannot be repeated too often: adult education cannot be effective unless school education has produced men and women desirous and capable of learning all their lives long. Conversely, there can be no true regeneration of school education unless such education finds an outlet in a certain number of non-scholastic educational activities. Close co-ordination of these two types of education is therefore essential, but in co-ordinating them, we must, of course, endeavour to prevent out-of-school education becoming too institutionalized or losing any of the flexibility and adaptability which must continue to characterize it and which are the very qualities through which it can best exercise a beneficial influence on school education.

Ladies and Gentlemen,

These are, as they appear to me, the background, the significance and scope of the main questions which are to be the subject of your deliberations. In order to link these deliberations more closely with the work to be done by the Organization, it would perhaps be worth while if, before concluding, I were to indicate briefly the further outlook in this respect, as I have set it out in the Draft Medium-Term Outline Plan for 1973-1978 which the General Conference will examine at its forthcoming seventeenth session.

In that document I propose that the Organization, which, as I have said, has for several years devoted most of its efforts in out-of-school education to literacy work, should henceforth consider adult education in its entirety as a priority field of action; to that end I have recommended a rate of growth of Regular Budget Appropriations for this purpose of 21.2 per cent for 1973-1974, 25 per cent for 1975-1976, and 15 per cent for 1977-1978.

As for the programme in view, its aim is to contribute both to the expansion and to the regeneration of adult education. To this end, Unesco should intensify international co-operation in this field by developing links and exchanges between countries and facilitating general access to research findings. In addition Unesco would help Member States to make better use of the resources available in educational institutions, whether scholastic or non-scholastic, to derive fuller advantage from modern educational techniques, especially through wider use of the communication media, to train staff capable of organizing and running the various forms of adult education and, finally, to strengthen information, guidance and advisory services for adults who are pursuing their studies.

In literacy work, the appointed task is to promote the development and where possible the application of new functional literacy methods and techniques and to encourage the spread of post-literacy training. To these ends, Unesco would, in the first place, apply itself to completing the implementation and evaluation of projects included in the Experimental World Literacy Programme and, in the light of that evaluation, undertake new activities as part of the development projects carried on by Member States with, in certain cases, the aid of other organizations of the United Nations system. In particular, Unesco would provide assistance to States wishing to strengthen and improve their functional literacy programmes and to implement post-literacy programmes in the context of life-long education. Above all, the Organization would apply itself to increasing its contribution to the methodology of literacy work, on the one hand by promoting evaluation, research, and experimentation, particularly as regards use of mother tongues, and on the other hand by taking an active part in training administrative and teaching personnel, particularly through the intermediary of the regional centres for functional literacy in rural areas - the Sirs-el-Layyan Centre in the Arab Republic of Egypt for the Arab States (ASFEC) and the Patzcuaro Centre in Mexico for Latin America (CREFAL). Finally, Unesco would develop information and promotion activities with a view to aiding the implementation both of national literacy programmes and of international assistance.

Because of the time-table set by the General Conference, my proposals on adult education have had to be prepared before your Conference met; but it goes without saying that I shall give the utmost heed to the results of your deliberations and that, if need be, I shall not hesitate to modify a particular proposal in the light of your authoritative opinions.

Ladies and Gentlemen,

Changing ideas about education, and the progress that has been made, especially in the field of adult education, have certainly brought nearer the day when the idea of life-long education, which, I need scarcely remind you, first saw the light of day in adult education circles and which Unesco has adopted as a guiding principle for action, will become an institutional reality, an accepted part of the way of life, and provide the basis for the regeneration of education that is so badly needed. Of course, to speak of "adult education in the context of life-long education", the formula employed by the General Conference, in resolution 1.31, adopted at its sixteenth session, authorizing me to organize this Conference, is still premature; but it exactly expresses the Organization's determination to do everything that can possibly be done so that life-long education can at last become a living reality in which adult education can find a framework and from which it can draw sustenance so as at last to attain fulfilment.

In the sure knowledge that we all share this determination and in the firm hope that your Conference will give fresh impetus to our ideas, I extend to you my heartfelt wishes for every success in your work.

ANNEX III

STATEMENT BY THE DIRECTOR-GENERAL AT THE CLOSE OF THE GENERAL DEBATE

Mr. President,
Ladies and Gentlemen,

It is not my intention to try to present a summary of the very stimulating debate which has been going on here for the last three days. This is a task for the Rapporteur-General, and one which requires more time for reflection than I, coming at the end of the list of speakers, have at my disposal. I shall therefore restrict myself to a few observations and impressions which appear to me to be of some value at this stage.

Let us first of all note the scale of this debate: forty-five governmental delegations out of the total of 79 present, as well as the representatives of one non-Member State, of two organizations of the United Nations system, and of five international non-governmental organizations took part.

Their remarks constitute a mine of highly valuable information which the Secretariat will certainly examine and utilize with the close attention which they deserve. Furthermore, the debate has already given rise to a large number of draft resolutions - 36 so far, according to my information - which shows how anxious you are that your ideas should take the form of recommendations for action addressed to Member States and to the Organization itself. I think these are points which are well worth making for a start.

Next, I would like, on behalf of my colleagues of the Secretariat, to thank you for the appreciative remarks made by many delegations concerning the intellectual and material preparations for this Conference. Such appreciation is most heartening and I am deeply grateful to you for it.

Your thanks were not, however, entirely unanimous. I need hardly say that we have taken note of the reservations, not to say criticisms, which have been expressed, quite as much as, if not more than, the praise. I am thinking, for instance, of the remarks made by the delegate of Italy to the effect that the documentation which we put before you was not sufficiently selective in its presentation of the many and varied achievements and conceptions existing throughout the world with regard to adult education. It is true that this documentation is somewhat lacking in contrasts of light and shade, as result of its not being strictly arranged according to particular preferences and options. The fact is, however, that we deliberately refrained from making the sort of distinctions which could only be introduced in a selective assessment. We considered that this was the job of the Conference, not that of the Secretariat, since it is up to the Member States to judge and to choose: that is why you are here.

Also, earlier this afternoon, the Minister in the delegation of Brazil complained of certain shortcomings in a document produced by the Unesco Regional Office for Latin America based in Santiago, Chile. I can only express my regret to the distinguished Minister: quite frankly, I was unaware of the existence of this so-called "supplementary" document, which appears to me to be the result of over-zealousness. The actual material submitted by the Secretariat is to be found in document CONFEDAD/4, which contains many references to the extremely interesting experiments at present being carried out in Brazil in the field of basic education and more especially in literacy work. As to the document in question, the second paragraph of the foreword points out that it makes no claim whatever to cover every aspect of the subject, and many important things which the title might lead one to expect are missing from it. However, I do not wish to say too much about this minor incident. What I would like to say to the Minister is that we at the Secretariat are fully conscious of the scale of the efforts that are being made, as demonstrated by the Government Literacy Movement (MOBRAL) and the Catholic Church's Basic Education Movement (MEB), and that I intend to expedite arrangements not only to send the Director of the Santiago Office to Brazil to improve co-operation, but also to send a mission from Headquarters to the great Rondon project in which both our sociologists and our education people are equally interested.

After these preliminary remarks, I would now

like to make a few remarks closer to the heart of the matter. Firstly, I am very impressed by the speed with which ideas develop and spread and the remarkable capacity to absorb and adapt them which the modern world displays. In all the 26 years I have been with Unesco, this has been a source of constant wonder to me. When one compares the debate which has just taken place with those of previous conferences of a similar nature, the progress in ideas is striking. Where did the concept of lifelong education stand before the Montreal Conference in 1960, or that of functional literacy before the Teheran Conference of 1965, or that of cultural development before the Venice Conference of 1970? All these ideas which are now presented and accepted as obvious had as yet barely emerged, and were far from being readily understood, much less freely accepted, by all. I have a confession to make: I sometimes even wonder if such new, such complex ideas, which entail such profound social and mental changes can really have been assimilated so quickly, in their practical implications at least; if this assimilation had been as real as it has been swift to manifest itself at the verbal surface level, we should now be witnessing changes in our societies which, one is forced to admit, have not occurred with the same rapidity.

This reservation, I think, had to be made, but however broad it may be, I find no less remarkable the very phenomenon of intellectual dissemination which this Conference so strikingly reflects. There are 79 delegations here, from all parts of the world, belonging to countries organized on widely differing political and economic lines, and patterned on extremely varied cultures. And yet it is a fact that we have been speaking a common language in this room. Is it a private language of specialists? It is true that there are specialized educators here, though in a subject so vast and diversified that it is hardly possible to speak of specialization as such; but there are also politicians and administrators who are generalists par excellence, professionally aware of the concerns of the masses. The fact that these people who have so many different responsibilities, in such different social contexts, should speak the same language about subjects so complex and so essential to the life of the community, enables us to gauge one of the most important realities which we all too often overlook because it is part of our day-to-day experience: one might be tempted to call it permeability, but the term has a connotation of facileness about it which is to be avoided, so let us not hesitate to call it the intellectual unity of the modern world. This unity entails a growing awareness of a certain common body of knowledge and certain common concepts, unprecedented in the history of the world. And if we recall that "the intellectual and moral solidarity of mankind", to quote the Preamble to the Constitution, is the very aim of Unesco and its raison d'être, the mutual comprehension which has been shown here must be viewed with deep satisfaction as indicating a very marked progress in the evolution of mankind in accordance with the ideals of the Organization. Let us not forget this aspect of the matter; it is at least as important as the technical substance of your discussions.

Turning now to that technical aspect, I must say that it is a very vivid and most instructive reflection of the present status of education in general and more especially of adult education. In particular, as we listened to your discussions, we understood better the reasons for the sudden interest shown in adult education, which official educators until just lately considered peripheral and which the public authorities have been all too happy to leave to the initiative of private bodies of which it may be said that many of them have more goodwill than expertise or resources.

At the conclusion of these discussions, it seems to me that these reasons stem from four factors corresponding to as many sets of causes and currents of thought which are converging at the present time to bring about a critical situation characterized by a state of instability and a keenly-felt need for innovation in order to cope with unprecedented problems. I shall do no more than list these four factors, but the mention of them will be enough for you to recognize in them your principal preoccupations and the main lines of force of your statements during this Conference.

In the first place there is the very widely shared feeling, which many of you have expressed here in striking fashion, that education as a whole has reached a dead end. Educational administrators, those responsible at the political level and educators themselves are now in agreement on this point. They also agree that this situation has not arisen from any sort of stagnation, but on the contrary from the very progress of education, from an accelerated expansion which is reaching the limit of the foreseeable resources, and from the new possibilities as well as the new aspirations which are constantly enriching it and which clearly cannot blossom fully within the framework of existing institutional systems. In this situation, we find the educators and administrators of what I shall call "established education" turning to adult education for help. Thus we are seeing a reversal of the situation; ten years ago adult education specialists were the ones who were beating a path to the doors of administrators and educators to seek their benign attention and request an assistance all too sparingly given. Today, professionals in formal education are wondering whether, as some have suspected for a long time, adult education may not, after all, offer certain solutions to the problems that they are unable to solve in the framework of school and university education. Thus it is that the crisis in education has brought to the fore a type of education hitherto considered parallel and peripheral, which suddenly appears as the focal point for those questions and that research most directly related to the general effort for invention and regeneration.

The requirements of continuing vocational training, which the rapid development of technology has made increasingly necessary, constitute the second factor. This is a most powerful factor, charged with all the vitality of modern economics. To the extent that education is geared to employment, the continuously revised training of adults becomes an essential element of life-long education. The traditional concept of education as a preparation for life is being replaced by that of an education which is coextensive with work, the true test of which comes in the adult and economically productive phase of the individual's life.

The third factor is the information explosion. Many delegates have stressed the enormous consumption of signs and pictures, and hence ideas and facts, which the development of the media has brought with it. This development is a phenomenon the origin of which is strictly technological and of an economic or political rather than a cultural nature, which owes nothing to the development of education, though it will have considerable influence on the context of that development. Analyses that have been made on the sources of knowledge and attitudes which affect the behaviour and thought patterns of young people and adults show that the contribution of the mass media is now much greater quantitatively than, and at least as decisive qualitatively as that of the school education system. This is a new and powerful cause of that reversal of which I spoke a moment ago and which briefly consists in placing what was formerly the essential part of education, namely schools and universities, in a context in which out-of-school education constitutes the overall framework and the essence.

The fourth and last factor, which is undoubtedly the most unexpected and perhaps the most significant, is the revolt of youth - and more specifically that portion of youth which has received the most education. In calling into question the school and the university, and through them education itself - at least formal education - youth today has made adults aware that the two principal errors of our present education systems are, on the one hand, isolating education from the real life of the individual and society, and, on the other hand, directing education excessively towards utilitarian ends, i.e. work, or the filling up of leisure time, even at the risk of alienation, to the detriment of culture which alone imparts quality to life. Between the economic need for vocational training and the encroaching impact of the mass media which tend to account for the two divisions of one-dimensional man's day in the industrial civilization, youth has stepped in in a very timely way to assert a basic humanist requirement which is for a life that is meaningful to the individual. In this connexion it may be said that, paradoxically, adult education henceforth must begin by studying and understanding the aspirations and inventions of youth.

The four factors which I have just outlined converge, as I have said, towards a crisis situation which tends to bring adult education to the foreground of educational problems. They also converge towards a single solution which, as you have strongly emphasized, consists in the complete overhaul of educational systems on the basis of the concept of life-long education.

It is to the great credit of the Montreal Conference that it defined the principle and stated the fundamental rôle of life-long education, and your statements have shed light on certain aspects of it in an instructive way.

I am thinking particularly of the relationship of life-long education to culture which many speakers emphasized, sometimes at the expense of its relationship with science - a sign of the times which I also observed at the Conference of European Ministers of Culture held last month in Helsinki. This disenchantment with science following suddenly upon a blind idolatry is perhaps a mistake in judgement which ought to be rectified, since in addition to the fact that science is at the root of technological development, which is the main purpose of vocational training, the importance of which we have already noted in adult education today, it should not be forgotten that the scientific spirit and knowledge form an integral part of modern culture. On the other hand, one can only rejoice to see culture gradually come to occupy the central place that rightfully belongs to it in determining the content and orientation of life-long education. Life-long education and cultural development tend more and more to meet on the level of real situations and concrete action, so much so that it may be wondered whether the distinction between them is not merely a conceptual difference in approach to one and the same thing. In any case the question is worth raising. The reflections to which it leads may have a great influence on Unesco's programme and structures as well as on your governments.

There is another fact to be noted. The relationship between education and work has received the full attention it deserves, but emphasis has also been strongly placed on that part of education which has to do with general training, and particularly its application to civic life. In this respect also, I wonder if we are not witnessing an increasing tendency for concepts which have seemed different to us only because we have grown accustomed to using them in different contexts. Thus in listening, for example, to the highly relevant and basic questions raised by the distinguished delegate of Belgium, Mr. Hicter, concerning the options that must be faced by those responsible for the policies and planning of adult education, I wondered whether what was meant by the expression "adult education" was not the very exercise of democracy.

In point of fact, there is a strong kinship between the two as can be seen from the long history which they share. Adult education is first and foremost the democratization of education, because school education is still so inadequate that without

adult education, which strives to give access to education throughout life, there would be no effective recognition of the right of all to education. In this context, literacy training has priority. How can we promise life-long education to some while a third of the human race is still illiterate? All the refinements of modern technology and all the sophisticated methods of modern educational psychology cannot conceal from us the fact that adult education is primarily a way of making up for the deficiencies of formal education, of which illiteracy is one of the most tragic aspects - not, indeed, the only one, because the lack of culture among the masses who do know how to read and write is a well-known fact.

I spoke of the democratization of education. We must go further and say that adult education viewed in the context of life-long education is education for democracy. We must, of course, not expect education, whether it be adult education or any other form, to solve all the problems of society; but it is well to realize, as you have done, that adult education basically means learning the discipline of freedom, and as such it is irreplaceable for the welfare of the community and for individual fulfilment.

These clarifications, indeed, this illumination which your discussions have thrown upon the general problems and concepts which dominate the present state of adult education will, I believe, be extremely helpful in giving a focus to the work of Commission I, particularly with regard to the contribution which adult education can make to international understanding and co-operation, to development, including cultural development, and to the solving of population and environmental problems, which stand out as the three major objectives of such education.

With regard to ways and means, which are essentially the theme of the work of Commission II, these, in my view, deserve your particular attention. The time is, indeed, ripe, I believe, to translate into practical achievements the results of the considerable progress which has already been made at the conceptual level. Of course, I am well aware that the concepts which we employ are still in many respects ill-defined, and will one day need to be clarified. But this is a question of striking a balance between theory and practice. It is my feeling that practice is lagging too far behind theory and that it is accordingly time to take action. Moreover, all action is essentially experimentation and, as such, a source of fresh knowledge and a stimulus to further thought.

However, action gives rise to many problems which call for thorough consideration on your part. These include both problems of internal organization, for it is patently clear that existing structures are quite inadequate, problems of resources, the most outstanding of which is that of the training of key personnel, and, lastly, problems of functional relations, by which I mean the organic relationship to be established within the educational system as a whole, in the context of life-long education, between adult education and school and university education. These are crucially important and pressing problems inasmuch as, until they have been effectively solved, no real progress can be made in achieving concrete results.

I have alluded to the questions of organization and structure. I should like to stress that, in my view, while adult education must be organized on modern lines, such organization must not err on the side of excessive institutionalization. While it is essential to strengthen and to rationalize the machinery of adult education in order to make it more effective, the flexibility and resourcefulness which have to date been its keynote must be preserved, if only to enable it to remain geared as closely as possible to the changing motivations of those for whom such education is intended.

With regard to the relationship between adult education and school and university education, it is my belief that it can benefit the latter as much as the former, by giving rise to new forms and methods and by infusing new energy into the educational process. But I also believe that sweeping and indiscriminate changes must not be encouraged. We must not go from one extreme to the other. After a century of efforts devoted to achieving full school enrolment, we must not abruptly declare that school and university education are worthless. What is required is the gradual integration, allowing for the necessary adjustments, of the scholastic and non-scholastic elements in a comprehensive educational process. This calls for painstaking efforts. Let us not be taken in by fashionable catchwords. The university, that great and noble creation of the civilization of both the Muslim and the Christian shores of the Mediterranean of the Middle Ages, to which we are indebted for the education of those élites who were the glory of the classical ages and the originators of modern science, primary and secondary public education, that liberating creation of the nineteenth century, from which democracy and national independence both sprang, are as necessary as ever; to abolish them would be a tragic mistake. The essential thing is not to replace them by some ill-defined inorganic system in which the benefits of their intellectual rigour would be lost, but to strengthen them in such a way as to accommodate them within a more comprehensive system in which their action can be extended and broadened by the introduction of another type of institution for continuing adult education, which still remains to be devised. In short, our aim must be to move from a two-dimensional to a three-dimensional approach, in order to see man whole and in the round.

Mr. President,

Though you were so generous as to set no time limit to my remarks, I do not wish to presume further on the delegates' indulgence. I should, however, like to tell you that my colleagues in the Secretariat and I have paid particular attention to the observations and suggestions which have been

made with regard to Unesco's action in the field with which we are concerned, and to its future development. A number of draft resolutions have already been submitted on this subject, concerning which I shall doubtless have the occasion later to let you know my opinion. I shall merely observe today that these draft resolutions are all in agreement on two points. The first is that Unesco's work in promoting adult education must be appreciably strengthened, and that Unesco must assert itself increasingly as the Organization whose mission it is to co-ordinate and to give a lead to the efforts of the international governmental and non-governmental organizations which are actively concerned with adult education. The second point is that provision should be made for more frequent meetings between governments both on a regional and on an international basis. I believe this to be an excellent idea, for adult education is developing rapidly, and I have several ways in mind of putting it into effect.

The fact that you wish to meet more frequently is in any case a sign that you are happy to be gathered here together under Unesco's auspices. This augurs well for the success of the Conference.

ANNEX IV

ADDRESSES DELIVERED AT THE CLOSING SESSION

Address by E. H. Dr. Osamu Inaba

Address by Mr. René Maheu

Annex IV

Address by E. H. Dr. Osamu Inaba
Minister of Education of Japan

Mr. President,
Mr. Director-General,
Distinguished Delegates,
Ladies and Gentlemen,

It is a great privilege to me to have an opportunity of speaking to you on behalf of the host Government at the closing of the Third International Conference on Adult Education.

During the last two weeks, which may have been too short to deal with all the important aspects and problems of adult education in the 1970s, the Conference has yielded excellent fruits through the impressive earnestness with which the distinguished participants have conducted very pertinent and constructive discussion. In this regard, I wish to pay my deep respect and tribute to all the distinguished delegates and observers. I also wish to extend my warmest congratulations to the Secretariat of Unesco, which has incessantly worked hard to lead the Conference to such a success.

The recommendations of the Conference will certainly prove to be important and useful guidelines for the future efforts to be made both by the Member States and by the Organization for the development of adult education.

As stated by the Prime Minister Tanaka at the opening of the Conference, the basic problem in educational policy in this country today is how to provide integrated educational opportunities to the people in all of the different settings of human life, including home, school, community and place of work. Through this Conference, we have come to be more aware that mutual co-operation among nations is important and essential for the development of life-long education.

On this very day, the Government of Japan inaugurated a Round Table Conference on the Remodelling of the Archipelago of Japan. I have come here to speak to you, leaving the first meeting of the Round Table Conference while it was still going on. Japan observes this year the centenary of the establishment of a modern school system. At this juncture, we strongly feel it necessary to renovate the educational system in this country, which started in the Meiji era. Namely, we have to take a strong step forward at this state in order to move from too much intellectual training to education of all-round personality, and from attaching too much importance to school education to life-long education. In this connexion, I am extremely grateful that the Third International Conference on Adult Education took place in Japan at such a significant time for this country. The Conference will certainly give great impact to the renovation of education in Japan.

It is therefore the strong desire of Japan to maintain through Unesco ever-lasting co-operation with other Member States in the common efforts for the solution of this vast problem.

Japan was given the honour of acting as host to the present Conference, and we have tried to do everything possible in order to contribute to the smooth operation of the Conference and to the pleasant sojourn of the participants. However, as we have not sufficient experiences in this type and scale of conferences, I am afraid that our efforts might have come too short of what was desired.

Lastly, I earnestly wish all the participants a safe and pleasant journey back to their respective countries.

Thank you, and sayonara.

Address by Mr. René Maheu,
Director-General of the United Nations
Educational, Scientific and Cultural Organization
(Unesco)

Mr. President,
Ministers,
Ladies and Gentlemen,

Before making a few remarks about the significance which I feel this Third International Conference on Adult Education has already assumed, I should like to express my profound gratitude to the Japanese authorities for their most generous hospitality, and I should like particularly to pay a tribute through you, Mr. President, to the Minister of Education of Japan, who has been so good as to take a personal interest in the work of this important meeting.

Nobody can be in any doubt that this Conference has been an important one, and important in many respects. Important, first of all, by virtue of the number of participants, since delegations from 82 Member States have taken part, compared with 45 at Montreal, as well as many observers, including observers from 37 international non-governmental organizations, and by virtue of the scope and complexity of the questions which it has discussed. Important, secondly, because of the frank and friendly atmosphere in which the discussions have taken place, an atmosphere certainly due in great part to our hosts' most cordial welcome. Lastly, it is important because of its results, both intellectual - and here I am thinking in particular of the conclusions set down by the Rapporteur-Général and the conclusions of the Commissions - and practical: I have no doubt whatever that the Conference's recommendations will be very favourably received, particularly those addressed to Member States, which are all the more likely to be followed because they are not peremptory but lend themselves to such adjustments as are necessary.

Having stressed the importance of the Conference in this way and disclaiming any idea of drawing up a final balance sheet at this point, which would be entirely premature, I think that certain positive results of your work can already be discerned.

First of all, I think that the participants will consider this Conference to have been primarily an opportunity to take stock of the situation, that is to say of the problems and of the ideas which could help to solve them. In this connexion, what I find remarkable in the final report is the concensus on the basic facts and ideas which, despite the multiplicity of their problems and the extreme diversity of the situations, in which they find themselves, emerges among those responsible for adult education meeting here. The existence of this common ground is of prime importance. It is quite obviously a factor favourable to international co-operation, demonstrating the progress made towards a sense of intellectual community among mankind. The singleness of outlook which has shown itself in this way is evidence that we all really do belong to a single intellectual world, and I feel that this discovery is even more important than all the practical results which we may achieve.

Secondly, I think one may reply with a firm negative to any suggestion that the Conference has done no more than, as it were, sketch a picture of education throughout the world. It is true that you have discussed so many things that it has not always been possible to achieve equal advances in thinking on all fronts and at all times, but it can be said that the Conference has been a factor for the progress of ideas. In any case, meetings of this kind do not end with the final speeches; as with any collective human experience, there are surprising sequels in the consciousness of individuals, so that only later on shall we be able to measure the real impact of this Conference. Even now, there are already grounds for believing that by systematically applying the idea of life-long education to them all, you have made progress towards solving the problems of adult education that you have examined. This key passed on to us by the Montreal Conference has shown itself, in the event, to be extremely useful and has opened up for us many new prospects which I should like briefly to enumerate.

Taking the idea of life-long education as your

starting point, you have in my opinion most appropriately stressed the need to integrate adults into a continuous, all embracing educational process. This, indeed, is the theme which constantly recurs in your reports and recommendations, the important message which you have for your countries and for the Organization, and which will shortly be passed on to the General Conference. You have thus come to formulate ideas - in many respects new ones - about the relations between the sub-systems of education and, in particular, about relations with the school sub-system on this question too, there are a certain number of ideas in your general report which are of the greatest importance and which, while they will need to be adapted to particular situations, will, I think, attract the attention of your governments as well as that of the relevant organs of Unesco.

I was also struck by the stror g emphasis you placed on the relationship between adult education and cultural development. This seems a very promising avenue for Unesco, and one which we must enter upon with firm resolve. The rôle of the mass media has also been very rightly emphasized and in this respect, I endorse the idea that Unesco should apply a "multi-media" method whenever it employs the mass media in adult education. There can of course be no question of placing exclusive reliance on audio-visual means: especially in this, International Book Year, I cannot share the opinion of those who think we shall have to become functional literates, and I think that books, too, are just as much a mass medium of information as the audio-visual media, and with this advantage, that they enable the individual to engage in deeper reflection, which the more fluctuating visual image makes impossible.

I was happy to note that the Conference several times asked for priority to be given to underprivileged groups. More than any other form of education, adult education must indeed come to the aid of those groups which the school and university system, however great its goodwill and however democratic it is becoming, cannot reach. From this point of view, there is no doubt that, of all the underprivileged, those we should be most concerned about are the illiterate; and your Conference has thus rightly seen the elimination of illiteracy as a priority objective. I should like to say in this connexion that what we call functional education at Unesco is the same thing as what some of the Conference materials call "integral" education. There should be no misunderstanding on this point, even if other organizations sometimes use the idea of the functional nature of education in general, and of literacy work in particular, in a much too narrow, strictly economic sense which Unesco itself rejects. Unesco is an essentially humanist organization for which man is an integral whole, a pluri-dimensional being for whom a limited functional approach is by no means adequate. We do think, however, that the idea of functional purpose ought to be kept in education since education is not an end in itself, and by insisting on its functional purpose we emphasize the relationship which exists between education and society's needs and between education and the motivations and aspirations of the individual which, as you know, have too long been disregarded.

Naturally, the Conference has not been able to solve every problem, and I should now like briefly to go over the tasks to which we should return at a later date, either at regional conferences or at international conferences on particular aspects of adult education or life-long education.

Among the questions which the Conference has perhaps not had the time to go into sufficiently is that of planning. The problem of the priority which you would like to see given to adult education cannot be solved unless such education is integrated into general planning. So long as it remains on the fringe or, to put it another way, continues to be the responsibility of different ministries, the problem of adult education in the context of life-long education as you have defined it will remain undiminished, and I think it is vital to submit to closer analysis the conditions determining the meaning to be attributed to the words "policy", "plan" and "programme". To this end, adult education must first of all be recognized as a field with which the authorities responsible for the general planning of national development must concern themselves.

Another problem which I feel also calls for more detailed examination is that of creating a suitable institutional basis. As I have already had occasion to emphasize, progress in the realm of ideas, while not being entirely satisfactory, has been much more rapid than in creating the corresponding institutions. Adult education, however, will not be effective until such institutions come into being. The great strength of the school and university system lies in its institutional infrastructure. I am not saying that adult education needs to have an infrastructure of the same type - I am, on the contrary in favour of leaving scope for private initiative - but a more flexible system of institutions is nonetheless vital. In our highly complex societies with their colossal resources, it is impossible, without an institutional framework, to make more than fragmentary efforts which, while testifying to a desire for change, cannot achieve any profound social transformation. By establishing flexible systems of co-ordination and organization, on the other hand, it is possible to cope with all aspects of the many problems posed by adult education and to bring together governmental institutions, non-governmental organizations and private initiative in freely-accorded collaboration. Such an enterprise is particularly difficult in this field but that is no reason for us to neglect it, since the effectiveness of our work depends upon it.

I come lastly to the rôle which the Conference has assigned to Unesco. I see in the participants' desire to entrust the Organization with sometimes extremely important tasks a mark of confidence which I greatly appreciate and which is a source of encouragement to me. In this respect, I think Unesco's rôle is becoming easier to define and that future programmes will benefit considerably from the elucidations we have received.

It seems to me that Unesco's function, as you have defined it, is fourfold. First of all, as has been suggested here, Unesco should be the centre of a world-wide information system responsible for gathering essential data, analysing them and disseminating them so that the intellectual solidarity of which this Conference is an expression may become an as it were everyday organizational fact of our civilization. Unesco must regard this long-term task as fundamental.

Unesco's second function is to further the progress of ideas by organizing symposiums of experts or by encouraging the experiments and research carried out without its assistance in your various countries. The extra support which the Organization can give, particularly by encouraging more participation by specialists from other countries and other cultures, would indeed contribute to progress in the realm of ideas.

Thirdly, Unesco must provide, in its programme, for an intensification of the aid it gives to Member States at their request and which, to judge by the Conference documents, ought principally to cover two particular fields. The first and essential one is the preparation of policies, plans and programmes. This is the level at which assistance costs least but is also most difficult because it implies work of the highest quality: the services of average or mediocre experts are, in fact, the most expensive of all because they are completely useless. The other field in which Unesco might possibly offer Member States assistance - perhaps on a relatively larger scale and with more emphasis on quantity - is the training of skilled personnel; this will mean contributing by means of financial, technical or other assistance to the efficient operation of national or regional training centres.

Unesco's fourth and last function is to encourage the concerting of efforts on an international level. If you are to meet and compare your experiences and your ideas you need a framework, and a ready-made framework already exists: your Organization. Here we come to the problem of regional and international conferences, concerning which you have adopted a most important resolution which will certainly hold the attention of the General Conference and the Secretariat. We shall, as you desire, attempt, within the limits of our resources, to provide you with more numerous opportunities of meeting each other. It could be, however, that future international conferences will deal with sets of problems less vast than those that you have had to examine this time. I think, indeed, that the international concerting of efforts, which seems to me to have an essential function, ought now to operate at all levels more in depth than in breadth.

What practical, immediate action does Unesco intend to take on these recommendations? Your final report will be communicated to the General Conference together with a document analysing, in the name of the Director-General, those of your recommendations which are addressed to Unesco. This analysis will be made in accordance with the proposals contained in the draft short-term and medium-term programmes which, as you know, are submitted to the General Conference, and we shall indicate to the delegates which recommendations seem already sufficiently covered by these proposals and which, on the other hand, cannot be linked with any of the existing proposals. If, after due consideration I should then decide that some of your recommendations are preferable to some of the proposals appearing in the draft programmes, I shall substitute them for the initial proposals within the same budgetary framework. Should this prove impossible for budgetary reasons, I should ask the Conference to decide upon the priorities to be adopted for future biennia. Thus by one means or another, your recommendations will be placed before the General Conference, which will be able to compare them with the initial proposals of the Director-General.

I feel myself that there are three essential points to bear in mind as far as Unesco is concerned. First of all, it will probably be necessary, if we are to do justice to the full richness and complexity of the concept of adult education, to recast the structure of the Secretariat accordingly in a less analytical way. In point of fact, adult education and literacy work are at present the responsibility of one sector of the Organization, cultural development of another and the use of the mass media of a third. Whilst acknowledging the specific nature of the techniques involved which are, obviously, very different, we shall, I think have to try and achieve the reunification of these various elements. The task should not be too difficult, judging by the way in which the officials accompanying me here - who in fact belong to these three sectors - have managed to work as a team, because of the deep underlying interdependence of the problems. What has been done here in a particular situation for a fortnight can, after the necessary adjustments, become a permanent way of working.

I think - and this is my second point - that we shall have to reconsider the question of the allocation of resources in this respect. Unesco has quite considerable funds available for adult education - amounting in 1973-1974, to some six million dollars under the Regular Budget and 8,800 dollars under the United Nations Development Programme, or of nearly 14,800,000 dollars in all

for adult education in the narrow sense of the word, including literacy work - but this is insufficient. If Unesco is to have a real impact on adult education in the world, the General Conference would have to approve in addition to a reorganization of the Secretariat and, probably, a redistribution of resources within the budget, an absolute increase in those resources. Unesco cannot reasonably be expected to take on tasks such as those you have defined (and which fall naturally within its competence) without the net total of its budget also being increased.

Lastly, let us not forget that adult education is intended for the working population. It is therefore the form of education which yields the most direct and most immediate return on investment, and governments and international organizations alike should allot their resources accordingly. We should not forget, either, that it involves those who have not enjoyed the full benefits of school and university education. It is thus for reasons of justice as much as for reasons of interest, efficiency or profitability that adult education should be given the means to put its policy into effect.

Ladies and Gentlemen,

You have outlined here the principles of an overall policy for adult education which it is now up to your governments and the Organization to implement. But - and I must emphasize this point - do not forget the means without which the hopes raised by any policy, however noble, are quickly dashed. I would thus like to join an appeal, through you, for a new effort in support of the Second United Nations Development Decade to the pledge which I now give you of the Secretariat's and my own dedication and to the reaffirmation of the faith which we have in the work of the Organization.

ANNEX V

LIST OF DOCUMENTS

UNESCO/CONFEDAD/1	Provisional Agenda
UNESCO/CONFEDAD/2	Provisional Rules of Procedure
UNESCO/CONFEDAD/3	Annotated Provisional Agenda
UNESCO/CONFEDAD/4	A Retrospective International Survey of Adult Education
UNESCO/CONFEDAD/5	Adult Education in the Context of Life-Long Education
UNESCO/CONFEDAD/6	Draft Report of Commission I
UNESCO/CONFEDAD/7	Draft Report of Commission II
UNESCO/CONFEDAD/8	Draft Final Report
UNESCO/CONFEDAD/INF. 1	General Information
UNESCO/CONFEDAD/INF. 2	Provisional List of Documents
UNESCO/CONFEDAD/INF 3	Note by the Unesco Secretariat
UNESCO/CONFEDAD/INF. 4	Provisional List of Delegates, Observers and Representatives
UNESCO/CONFEDAD/INF. 4 Rev.	List of Delegates, Observers and Representatives
UNESCO/CONFEDAD/INF. 5	Secretariat of the Conference
UNESCO/CONFEDAD/INF. 6	Address by H.E. Mr. Kakuei Tanaka, Prime Minister of Japan, at the opening of the Conference
UNESCO/CONFEDAD/INF. 7	Address by Mr. René Maheu, Director-General of Unesco, at the opening of the Conference
UNESCO/CONFEDAD/INF. 8	Schedule of Meetings
UNESCO/CONFEDAD/INF. 9	List of Draft Recommendations (Items 8.1 and 8.2)
UNESCO/CONFEDAD/INF. 10	List of Draft Recommendations (Items 6 and 7)
UNESCO/CONFEDAD/INF. 11	List of Draft Recommendations (Item 8.4)
UNESCO/CONFEDAD/INF. 12	List of Draft Recommendations (Item 8.3)
UNESCO/CONFEDAD/INF. 13	List of Draft Recommendations
UNESCO/CONFEDAD/INF. 14	Statement by the Director-General at the close of the Sixth Plenary Meeting

ANNEX/ANNEXE/ANEXO/ПРИЛОЖЕНИЕ VI

I. LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS/ LISTA DE PARTICIPANTES/СПИСОК *УЧАСТНИКОВ*

Names and titles in the following lists are reproduced as handed in to the Secretariat by the delegations concerned. Countries are shown in the English alphabetical order.

Les noms et titres qui figurent dans les listes ci-après sont reproduits dans la forme où ils ont été communiqués au Secrétariat par les délégations intéressées. Les pays sont mentionnés dans l'ordre alphabétique anglais.

Los nombres y títulos que figuran en las listas siguientes se reproducen en la forma en que las delegaciones interesadas los han communicado a la Secretaría. Los países se mencionan en el orden alfabético inglés.

Фамилия и звания, указанные в нижеприведенном списке, воспроизводятся в том виде, в каком они были представлены Секретариату соответствующими делегациями. Страны перечислены в порядке английского алфавита.

I. MEMBER STATES (DELEGATES)/ETATS MEMBRES (DELEGUES)/ ESTADOS MIEMBROS (DELEGADOS)/ГОСУДАРСТВА-ЧЛЕНЫ

Afghanistan/Afganistán/Афганистан

Dr. Ehsan Entezar,
President, Publications Department,
Ministry of Education

Algérie/Algeria/Argelia/Алжир

M. Mustapha Dadou,
Secrétaire à l'Ambassade d'Algérie à Tokyo

Argentine/Argentina/Аргентина

Dr. Raúl H. Di Blasio,
Subsecretario de Coordinación General
del Ministerio de Cultura y Educación
(Jefe de la Delegación)

Dr. Leonardo Hilario Simone,
Presidente del Consejo Nacional de Educación

Sr. Jorge M. Ramallo,
Director nacional de Educación del Adulto
Director del Centro multinacional de Educación
de Adultos

Australie/Australia/Австралия

Mr. M. H. Bone,
Director of Further Education,
South Australia
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Mr. P. W. D. Matthews,
Education Director,
Australian Council of Trade Unions

Dr. Joan W. Allsop,
Senior Lecturer,
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Mr. C. F. Cave,
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Victoria

Autriche/Austria/Австрия

M. Hans Altenhuber,
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des Adultes,
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Professeur Herbert Grau,
Verband Osterreichischer Volkshochschulen
(*Fédération des Universités populaires autrichiennes*)

M. Josef Eksl,
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Belgique/Belgium/Bélgica/Бельгия

M. Marcel Hicter,
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De Heer Robert Elsen
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Excmo. Sr. Armando Yoshida,
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S. Bernardo Baptista Gumucio,
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Dr. Avelino Henrique
Directeur du Service de Radiodiffusion éducative au Ministère de l'Education et de la Culture,
Gérant du Projet "Minerva" au Ministère de l'Education et de la Culture

M. Nilson Guilherme Câmara Rebordão,
Assistant du Ministre de l'Education et de la Culture

M. Alexey Bautzev

Bulgarie/Bulgaria/Болгария

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Committee for Science and Technical Progress and Higher Education
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Mr. Grozdan Grozev,
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Department of Adult Education,
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Mr. Blagoy Ruskov,
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Byelorussian Soviet Socialist Republic
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H. E. Mr. Rostislav Sernov,
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República Centroafricana
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Excmo. Sr. Dr. Raúl Ferrer Pérez,
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Sr. C. Curbelo Chongo,
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Mr. H. E. Hillerup Jensen,
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Mr. Hans Sølvhøj,
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Mr. Arne Lund,
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Mlle Isabelle Deble,
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M. Jean Guisset,
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Conseiller culturel à l'Ambassade de France à Tokyo

Gabon/Gabón/Габон

S. Exc. M. Christophe Boupana,
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(Head of Delegation)

S. Exc. Mme le Dr Hildegard Hamm-Brücher,
Secrétaire d'Etat au Ministère fédéral de l'Education et des Sciences
(Ancien chef adjoint de la Délégation)

M. Reinhard Wilke,
Directeur (Ministerialdirigent),
Ministère des affaires culturelles du Land de Basse-Sachse,
Président de la Sous-Commission pour l'Education des Adultes de la Conférence permanente des Ministres des Affaires culturelles des Länder

Dr Axel Vulpius,
Conseiller (Ministerialrat),
Ministère fédéral de l'Education et des Sciences

M. Helmuth Dolff,
Directeur de l'Association allemande des Universités populaires
(Deutscher Volkshochschulverband)

Professor Dr Walter Mertineit,
Président de la Sous-Commission pour l'Education de la Commission de la République fédérale d'Allemagne pour l'Unesco

Dr. Marie-Therese Starke,
Member of the Board of Directors of the Federal Catholic Working Group for Adult Education

M. Thomas Keller,
Secrétaire général de la Commission de la République fédérale d'Allemagne pour l'Unesco

Mme Margarete Massenez,
Service de Traduction,
Ministère fédéral des affaires étrangères

Dr. Harry Meisel,
Director-General,
Chief of Division of the Federal Institute for Labour, Nueremberg

Ghana/Гана

Dr. E. Ampene,
Acting Director, Institute of Adult Education,
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(Head of Delegation)

Mr. K. M. Atiemo,
Principal, Community Development Officer

Mr. E. A. Haizel,
Senior Lecturer, Institute of Adult Education,
University of Ghana

Grèce/Greece/Grecia/Греция

H. E. Mr. Themistocles Chrysanthopoulos
Ambassador of Greece in Japan
(Head of Delegation)

Mr. Dimitri Tsalis,
Consul-General of Greece, Kobe

Guatemala/Гватемала

Sr. Edgar Arturo López Calvo,
Encargado de Negocios a. i. de Guatemala en el Japón

Honduras/Гондурас

Sr. Edgar Arturo López Calvo,
Encargado de Negocios a. i. de Guatemala en el Japón

Hongrie/Hungary/Hungría/Венгрия

M. Lajos Sárdi,
Directeur de Département au Ministère de l'Education
(Chef de la Délégation)

M. Tibor Baranyai,
Chef de Département au Conseil national des Syndicats

M. Tibor Vörös,
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Inde/India/Индия

Dr. Nazir Ahmad Ansari,
Deputy Director,
Directorate of Adult Education,
Ministry of Education and Social Welfare

Indonésie/Indonesia/Индонезия

Mr. Soenarjono Danuwidjojo,
Director of Community Education

Annex VI

Iran/Irán/Иран

S. Exc. M. Nasser Movafaghian,
Vice-Ministre de l'Education nationale
(Chef de la Délégation)

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Directeur général adjoint de l'Organisation de la Radio-Télévision nationale iranienne

M. Abdol-Rahim Ahmadi,
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M. Ali-Réza Mirhashemí,
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M. Ezatollah Naderi,
Directeur général adjoint du Centre d'Alphabétisation des Ouvriers au Ministère du Travail

Irak/Iraq/Ирак

H. E. Mr. Adil Zaidan,
Under-Secretary of the Ministry of Education,
(Head of Delegation)

Mr. Aif Habib,
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Mr. Abbas Sayid Ali,
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Israël/Israel/Израиль

Dr. Yehezkel Cohen,
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Counsellor, Embassy of Israel to Japan

Miss Shulamit Katznelson,
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Italie/Italy/Italia/Италия

Professeur Saverio Avveduto,
Directeur général de l'Education populaire
(Chef de la Délégation)

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Chargé de Pédagogie à l'Université de Cagliari

Professeur Giuseppe Rossini,
Sous-Directeur central des Programmes télévisés

Professeur Giuliana Limiti,
Chargée de pédagogie comparée à l'Université de Rome

Côte-d'Ivoire/Ivory Coast
Costa de Marfil/Берег Слоновой Кости

S. Exc. M. Pierre Coffinelson,
Ambassadeur de Côte d'Ivoire au Japon
(Chef de la Délégation)

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Inspecteur de la Jeunesse et des Sports à Abengourou

Jamaïque/Jamaica/Ямайка

Mrs. Clair C. Kean,
Principal Assistant Secretary,
Ministry of Youth and Community Development

Miss Grace Wright,
Education Officer,
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Mr. Leroy C. Dowdy,
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Social Development Commission

Japon/Japan/Japón/Япония

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Ministry of Education
(Honorary Head of Delegation)

H. E. Mr. Toru Haguiwara,
Adviser to the Minister for Foreign Affairs
(Head of Delegation)

Mr. Umeo Kagei,
Director-General, United Nations Bureau,
Ministry of Foreign Affairs

Mr. Taketoshi Imamura,
Director-General,
Social Education Bureau,
Ministry of Education

Mr. Kikuo Nishida,
Secretary-General,
Japanese National Commission for Unesco

Mr. Takeji Kato,
Director-General, Social Bureau,
Ministry of Health and Welfare

Mr. Yoshihide Uchimura,
Director-General,
Agricultural Administration Bureau,
Ministry of Agriculture and Forestry

Mr. Hideaki Yamashita,
Director-General,
Enterprise Bureau,
Ministry of International Trade and Industry

Mr. Masao Endo,
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Vocational Training Bureau,
Ministry of Labour

Mr. Masaki Seo, Head,
Specialized Agencies Division,
United Nations Bureau,
Ministry of Foreign Affairs

Mr. Itsuo Saito,
Chief Social Education Supervisor,
Social Education Bureau,
Ministry of Education

Mr. Toru Sawada, Head,
Social Education Division,
Social Education Bureau,
Ministry of Education

Mr. Mamoru Tsunajima, Head,
International Affairs Division,
Minister's Secretariat,
Ministry of Health and Welfare

Mr. Eiji Yamagiwa, Head,
Extension and Education Division,
Agricultural Administration Bureau,
Ministry of Agriculture and Forestry

Mr. Koji Kodama, Head,
Second Enterprise Division,
Enterprise Bureau,
Ministry of International Trade and Industry

Mr. Tatsu Hashizume, Head,
Policy and Planning Division,
Vocational Training Bureau,
Ministry of Labour

Mr. Kunio Yoshizato,
Deputy Director-General,
Youth Bureau, Prime Minister's Secretariat

Mr. Kiyohisa Mikanagi,
Director-General,
Economic Co-operation Bureau,
Ministry of Foreign Affairs

Mr. Takaaki Kagawa,
Director-General,
Cultural Affairs Department,
Ministry of Foreign Affairs

Mr. Eitaro Iwama,
Director-General,
Elementary and Secondary Education Bureau,
Ministry of Education

Mr. Hiroshi Kida,
Director-General,
Higher Education and Science Bureau,
Ministry of Education

Mr. Keizo Shibuya,
Director-General,
Physical Education Bureau,
Ministry of Education

Mr. Hisashi Yasujima,
Administrative Bureau,
Ministry of Education

Mr. Shigeyuki Shimizu,
Deputy Commissioner,
Agency for Cultural Affairs

Mr. Isao Amagi,
Chief Director,
Japan Scholarship Foundation

Mr. Kin-ichi Komada,
President,
Japan Society for the Study of Social Education

Mr. Masunori Hiratsuka,
Vice-President,
Social Education Council,
Ministry of Education

Mr. Yoshio Hori,
Director, Educational Programme Development,
Japan Broadcasting Corporation (NHK)

Mr. Ryoichi Yokoyama,
Vice-President,
National Association of Commercial Broadcasters in Japan

Mr. Susumu Ejiri,
Secretary-General,
Japan Newspaper Publishers and Editors Association

Mr. Sunaho Onuma,
Chairman, Board of Directors,
National Federation of Miscellaneous Schools

Mr. Ken-ichiro Komai, President,
Japan Industrial and Vocational Training Association

Mr. Keiichi Tatsuke,
Chairman, Board of Directors,
Overseas Technical Co-operation Agency

Mr. Miyuki Hinata,
Director,
National Council of Superintendents of Prefectural Board of Education

Mr. Shigenori Adachihara,
Chairman, National Council of Heads of Social Education Divisions,
Prefectural Boards of Education

Mr. Kazuma Tamaru,
President,
National Federation of Citizens' Public Halls

Mr. Tatsuo Morito,
President,
Japan Library Association

Mr. Shigeru Fukuda,
Vice-President,
Japanese Association of Museums

Mr. Yoshiji Akimoto,
President,
All Japan Parent-Teacher Association

Mr. Jiro Arimitsu, Representative,
National Association of Social Education Organizations

Mr. Shigenori Kameoka,
Chairman,
National Council of Youth Organizations in Japan

Mr. Yoshikazu Hirose,
President,
National Federation of Co-operative Vocational Training Associations

Mr. Tadashi Saito,
Chairman, Board of Directors,
National Theatre

Jordanie/Jordan/Jordania/Иордания

Dr. Said Tell,
Professor of Education,
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Kenya/Kenia/Кения

The Hon. Lucas Ngureti,
Assistant Minister for Co-operatives and Social Services
(Head of Delegation)

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Director of Education,
Member of the Kenya National Commission for Unesco,
Member of the Board of Adult Education

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Executive Secretary, Board of Adult Education,
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République khmère/Khmer Republic
República Khmer/Кхмерская Республика

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Directeur du Cabinet du Ministère du Développement communautaire
(Chef de la Délégation)

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République de Corée/Republic of Korea
República de Corea/Корейская Республика

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(Head of Delegation)

Mr. Sung Yul Yoo,
Education Attaché,
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Professor of Education,
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Koweït/Kuwait/Kuweit/Кувейт

Mr. Mohammed Abdulla Al-Sane,
Under-Secretary for Technical Affairs,
Ministry of Education

Mr. Sulaiman A. Al-Rashdan,
Third Secretary, Embassy of Kuwait, Tokyo

Laos/Лаос

M. Bounthong,
Directeur de l'Enseignement primaire et de l'éducation des adultes
(Chef de la Délégation)

M. Boun Oum Sisaveui,
Chief of Social Planning Division,
Ministry of Plan and Co-operation

République arabe libyenne/Libyan Arab Republic
República Arabe Libia
Арабская Ливийская Республика

M. Salem Shweihdi,
Sous-Secrétaire au Ministère de l'Education
Secrétaire général de la Commission nationale de l'Unesco
(Chef de la Délégation)

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Secrétaire général adjoint de la Commission nationale de l'Unesco

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Directeur du Département de l'Orientation financière et administrative au Ministère de l'Education

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Madagascar/Мадагаскар

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Chargé d'Affaires de l'Ambassade de Madagascar à Tokyo
(Head of Delegation)

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Malawi/Малави

Mr. R. L. G. Manda,
Senior Community Development Officer
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Mexique/Mexico/México/Мексика

Professor Angel J. Hermida Ruiz,
Director General de Educación Fundamental

Maroc/Morocco/Marruecos/Марокко

S. Exc. M. Younes Nekrouf,
Ambassadeur du Maroc à la Nouvelle-Delhi

Pays-Bas/Netherlands
Países Bajos/Нидерланды

M. L. B. van Ommen,
Directeur des Affaires de la Jeunesse, de l'Education des Adultes et des Sports au Ministère de la Culture
(Chef de la Délégation)

M. R. Hajer,
Directeur du Centre national de l'Education des Adultes,
Amersfoort

Nouvelle-Zélande/New Zealand
Nueva Zelandia/Новая Зеландия

Mr. W. L. Renwick,
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(Head of Delegation)

Mr. D. Garrett,
Director, Department of University Extension,
Massey University

Nicaragua/Никарагуа

Excmo. Sr. Miguel d'Escoto Muñoz,
Embajador de Nicaragua en el Japón
(Jefe de la Delegación)

Hon. Lic. Francisco d'Escoto Brockmann,
Ministro Consejero de la Embajada de Nicaragua en el Japón

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H. E. Alhaji Shettim Ali Monguno,
Federal Commissioner for Mines and Power, Lagos
(Head of the Delegation)

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Commissioner for Education,
East-Central State, Enugu

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Permanent Secretary, Federal Ministry of Education, Lagos

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Norvège/Norway/Noruega/Норвегия

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(Chef de la Délégation)

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Travailleurs de la Confédération
générale du Travail

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Ambassador of Pakistan to Japan

Pérou/Peru/Perú/Перу

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(Jefe de la Delegación)

Señor Doctor Cesar Picón-Espinoza,
Director General de Educación Escolar
y Laboral

Philippines/Filipinas/Филиппины

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Mr. Julian Yballe,
Director of the Bureau of Private Schools

Father Michael Hiegel,
Representative of the National Secretariat
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Division of City Schools, Manila

Mr. Iluminado Rivas,
Adult Educator

Mrs. Rosalina Valino

Pologne/Poland/Polonia/Польша

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Université de Varsovie
(Chef de la Délégation)

Professeur Ryszard Wroczyński,
Directeur de l'Institut de Pédagogie de
l'Université de Varsovie

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de l'Education, de la Culture et de la Presse,
Conseil des Syndicats polonais

Qatar/Катар

Mr. Kamal Nagi,
Director-General of the Ministry of Education

**Arabie saoudite/Saudi Arabia
Arabia Saudita/Саудовская Аравия**

H. H. Prince Khaled ben Fahad ben Khaled,
Deputy Minister of Education
(Head of Delegation)

Mr. Saad Al-Hossayen,
Technical Adviser, Ministry of Education

Mr. Hamoud Al-Mussallam,
Director of Adult Education

Mr. Abdulaziz Al-Jammaz,
Assistant for Technical Affairs,
Ministry of Education

Sénégal/Senegal/Сенегал

M. Lamine Diack,
Secrétaire d'Etat auprès du Premier Ministre
chargé de la Jeunesse et des Sports
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M. Amadou Lamine Bâ,
Directeur de l'Education physique
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Singapour/Singapore/Singapur/Сингапур

Mr. J. F. Conceicao,
Director, Department of Extra-Mural Studies
(Head of Delegation)

Mr. Chan Kok Kean,
Deputy Director, Adult Education Board

Espagne/Spain/España/Испания

Sr. Javier Manso de Zúñiga,
Secretario de la Embajada de España en Tokio

Sri Lanka/Шриланка

Mr. K. H. M. Sumathipala,
Additional Secretary, Ministry of Education

Suède/Sweden/Suecia/Швеция

H. E. Mr. Sven Moberg,
Minister-without-portfolio in charge of Higher Education and Research
(Head of Delegation)

Mr. Lars-Olof Edström,
Head of Division,
Swedish International Development Authority

Mr. Stig Lundgren,
President of the National Popular Education Association,
Member of the Swedish National Commission for Unesco

Mr. Jonas Orring,
Director-General, Swedish National Board of Education

Mr. Henry Persson,
Secretary, Swedish Confederation of Trade Unions

Mr. Lars Ag,
Manager, the TRU-Committee on Radio and Television in Education

Mr. Tore Karlson,
Head of Educational Division,
Swedish Confederation of Trade Unions

Mr. Folke Haldén,
Head of Educational Division,
Swedish Employers' Confederation

Mr. Einar I. Karlsson,
Head of Educational Division,
Swedish Metal Workers' Federation

Mr. Gustaf Birger Öhman,
Director, Joint Industrial Training Council

Mr. Hans Almryd,
Head of Information Division,
Swedish Industrial Salaried Employees' Association

Mr. Evert Brandgård,
Head of Educational Division,
Swedish Industrial Salaried Employees' Association

Suisse/Switzerland/Suiza/Швейцария

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Secrétaire de la Fédération suisse pour l'Education des Adultes
(Chef de la Délégation)

M. Pierre Furter,
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Mlle Claudine Buttet,
Secrétaire d'Ambassade,
Ambassade de Suisse au Japon

M. Jean-Jacques Rollard,
Attaché scientifique,
Ambassade de Suisse au Japon

République-Unie de Tanzanie
United Republic of Tanzania
República Unida de Tanzania
Объединенная Республика Танзания

Mr. E. B. Kibira,
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(Head of Delegation)

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Embassy of the United Republic of Tanzania in Japan

Mr. Paul Mhaiki,
Director, Institute of Adult Education

Thaïlande/Thailand/Tailandia/Таиланд

Mr. Sman Sangmahli,
Chief, Supervisory Unit,
Department of Elementary and Adult Education,
Ministry of Education
(Head of Delegation)

Dr. Kowit Vorapipatana,
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Department of Elementary and Adult Education,
Ministry of Education

Mrs. Vanli Prasarttongosoth,
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Department of Elementary and Adult Education,
Ministry of Education

Trinité et Tobago/ Trinidad and Tobago
Trinidad y Tabago/ Тринидад и Тобаго

Mr. John F. Romano,
Education Extension Officer II
Ministry of Education and Culture

Turquie/Turkey/Turquía/Турция

M. Selçuk Tarlan,
Conseiller à l'Ambassade de Turquie au Japon

Annex VI

Ouganda/Uganda/Уганда

Mr. Daniel Ngude Okunga,
Director, University Centre for Continuing Education,
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(Head of Delegation)

Mr. Ivan Patrick Mulago Walwema,
Senior Community Development Officer

République socialiste soviétique d'Ukraine
Ukrainian Soviet Socialist Republic
República Socialista Soviética de Ucrania
Украинская Советская Социалистическая Республика

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(Head of Delegation)

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Union des républiques socialistes soviétiques
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(Chef de la Délégation)

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Ministre de l'Education de la RSS Uzbekistan

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Emirats arabes unis/United Arab Emirates
Emiratos Arabes Unidos
Объединенные арабские эмираты

Mr. Obaid Saif Al-Hajrj,
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(Head of Delegation)

Mr. Salim Humaid Al-Ghamay,
Director of Technical Education

Royaume-Uni de Grande-Bretagne et d'Irlande du Nord
United Kingdom of Great Britain and Northern Ireland
Reino Unido de Gran Bretaña e Irlanda del Norte
Соединенное Королевство Великобритании и Северной Ирландии

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Overseas Development Administration

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Professor H. C. Wiltshire,
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Mr. T. C. Lai,
Director of Extra-Mural Studies,
Chinese University of Hong Kong

Etats-Unis d'Amérique/United States of America
Estados Unidos de América
Соединенные Штаты Америки

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Department of Agriculture

Mr. Paul V. Delker,
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Bureau of Adult, Vocational and Technical Education,
Office of Education, Department of Health, Education and Welfare

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Vice-President for Continuing Education,
Syracuse University, New York

Miss Mary Grefe,
Public Member,
Des Moines, Iowa

Dr. Leonard Hill,
Administrative Director,
Adult Basic Education,
Nebraska Department of Education

Dr. Pardee Lowe,
Consultant on International Education,
Directorate for Unesco Affairs,
Bureau of International Organization Affairs,
Department of State

Dr. Wilson C. Riles
Supertintendent of Public Instruction,
State Department of Education,
Sacramento, California

Miss Barbara Stuhler,
Vice-Chairman, United States National Commission for Unesco

Dr. William M. Williams,
Chief Education Adviser,
Agency for International Development,
American Embassy, Seoul, Korea

Uruguay/Уругвай

Sr. Raúl Benavides,
Encargado de Negocios a. i. de la Embajada de Uruguay en Tokio

Venezuela/Венесуэла

Profesor José Santos Urriola,
Jefe de la División de Educación de Adultos del Ministerio de Educación
(Jefe de la Delegación)

Profesor César E. Navarro Torres,
Jefe del Departamento de Estudios con Recursos Institucionales Combinados de la División de Educación de Adultos del Ministerio de Educación

Profesor Hugo Gil Colmenares,
Director del Centro Regional de Educación de Adultos (División de Educación de Adultos, Ministerio de Educación)

Profesora Marbelia C. de Del Valle,
Jefe de la Sección de Educación Media de la División de Educación Adultos del Ministerio de Educación

Profesor Edmundo Camero Boyer,
Coordinador del Programa de Alfabetización y Extensión Cultural del Instituto Nacional de Cooperación Educativa

Dr. Felix Adam,
Decano de la Facultad de Humanidades y Educación de la Universidad Central de Venezuela

Dr. Héctor Font Viale-Rigo,
Gerente de la División de Desarrollo Humano de la Corporación Venezolana de Guyana

République du Viêt-nam/ Republic of Viet-Nam
República del Vietnam/ Республика Вьетнам

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Assistant spécial du Ministre de l'Education
(Chef de la Délégation)

M. Tran Huu Vang,
Directeur des affaires pédagogiques et de l'éducation des adultes

Yougoslavie/Yugoslavia/Югославия

Mr. Dušan Litvinović,
Counsellor,
Embassy of the S. F. R. of Yugoslavia in Japan

République du Zaïre/Zaire Republic
República del Zaira/ Республика Заир

S. Exc. le Général Léonard Mulamba,
Ambassadeur de la République du Zaire à Tokyo

Zambie/Zambia/Замбия

Mr. F. M. Walinkonde,
Senior Education Officer in Charge of Adult Education,
Ministry of Education

Mr. Edward A. Ulzen,
Registrar,
University of Zambia

Annex VI

II. NON-MEMBER STATES (OBSERVERS) /ETATS NON MEMBRES (OBSERVATEURS) / ESTADOS NO MIEMBROS (OBSERVADORES) /ГОСУДАРСТВА, НЕ ЯВЛЯЮЩИЕСЯ ЧЛЕНАМИ ЮНЕСКО

Bangladesh/Бангладеш

Mr. Taher Uddin Thakur,
Member of the Bangladesh Constituent Assembly,
(Head of Delegation)

Dr. A. M. Sharafuddin,
Director, Bangladesh Education Extension Centre, Dacca;
Member of the Education Commission of Bangladesh,
Ministry of Education

Mr. Shahed Latif,
Deputy Secretary,
Ministry of Local Government and Rural Development

Botswana/Ботсвана

Mr. David Crowley,
Head, Division of Extra-Mural Services,
University of Botswana,
Lesotho and Swaziland

Saint-Siège/Holy See/Santa Sede/Ватикан

R. P. Giuseppe Pittau, S. J.,
Recteur de la "Sophia University" de Tokyo,
(Chef de la délégation)

R. P. Dominique Tagawa, S. M.,
Supérieur provincial de la Société de Marie

Soeur Setsu Miyoshi, S. C. J.,
Présidente de l'Université du Sacré Coeur de Tokyo

M. Shin Clemens Anzai,
Professeur à la "Sophia University" de Tokyo

III. INTERNATIONAL ORGANIZATIONS/ORGANISATIONS INTERNATIONALES/ ORGANIZACIONES INTERNACIONALES/МЕЖДУНАРОДНЫЕ ОРГАНИЗАЦИИ

(i) Organizations of the United Nations system (Representatives) /Organisations du système des Nations Unies (Représentants) /Organizaciones del sistema de las Naciones Unidas (Representantes) / Организации системы ООН

Food and Agriculture Organization of the United Nations/Organisation des Nations Unies pour l'alimentation et l'agriculture

Dr. L. Umali

Dr. J. Di Franco

International Bank for Reconstruction and Development/Banque internationale pour la réconstruction et le développement

Mr. D. Koulourianos

International Labour Organisation/Organisation internationale du travail

Mr. Paul B. J. Chu

Mr. Kasuo Yanagawa

United Nations Development Programme/ Programme des Nations Unies pour le développement

Mr. William L. Magistretti,
Representative of the United Nations Development Programme in Japan

(ii) Intergovernmental organizations (Observers) /Organisations intergouvernementales (Observateurs) / Organizaciones intergubernamentales (Observadores) /Межправительственные организации

Ibero-American Bureau of Education/
Bureau d'éducation ibéro-américain

Dr. Ricardo Collantes y Tomines

(iii) International non-governmental organizations in consultative relationship with Unesco (Observers) / Organisations internationales non gouvernementales en relation de consultation avec l'Unesco (Observateurs) /Organizaciones internacionales no gubernamentales que mantienen relaciones de consulta con la Unesco (Observadores) / Неправительственные международные организации, имеющие консультативный статус при ЮНЕСКО

African Adult Education Association/Association africaine pour l'éducation des adultes

Professor E. Akande Tugbiyele

Associated Country Women of the World/Union mondiale des femmes rurales

Miss Yu Mizunuma

Commission of the Churches on International Affairs/Commission des églises pour les affaires internationales

Miss Teruko Mizutani

International Alliance of Women/Alliance internationale des femmes

Mrs. Taeko Arai

International Association for Educational and Vocational Guidance/Association internationale d'orientation scolaire et professionnelle

Dr. G. Kihachi Fujimoto

International Association of Art/Association internationale des arts plastiques

Professor Yoshinobu Masuda

International Association of Universities/ Association internationale des universités

Professor Takashi Mukaibo

International Confederation of Catholic Charities/ Confédération internationale des charités catholiques

Miss Theresa Shak
Rev. Father Andrew Sugakazu Matsumura

International Confederation of Free Trade Unions/ Confédération internationale des syndicats libres

Miss Ady Camusel

Mr. Eiichi Ochiai

Mr. Vijendra Kabra

Mr. Norihisa Arai

Mr. Yoshio Yamaguchi

International Congress of University Adult Education/Congrès international de l'enseignement universitaire des adultes

Professor R. Kidd

Mr. E.K. Townsend Coles

International Co-operative Alliance/Alliance coopérative internationale

Mr. Koji Fujisawa

Mr. Yoshihiro Okamoto

International Council of Social Democratic Women/ Conseil international des femmes social-démocrates

Miss Yoko Chiba

International Council of Women/Conseil international des femmes

Dr. Sook Chong Lee

Mrs. Chung Soon Kim

International Council on Correspondence Education/ Conseil international de l'enseignement par correspondance

Mr. T. Koretsune

International Federation of Library Associations/ Fédération internationale des associations de bibliothécaires

Mr. Satoshi Saito

International Federation for Parent Education/ Fédération internationale des écoles de parents et d'éducateurs

Professeur Hidewo Fujiwara

International Federation of University Women/ Fédération internationale des femmes diplômées des universités

Mrs. Fumi Takano

Mrs. Yoko Miyazawa

International Film and Television Council/Conseil international du cinéma et de la télévision

Dr. Sumiko Miyajima

Annex VI

International Council of Music/Conseil international de la musique

Mr. Kikusu Kojima

International PEN/Fédération PEN

Professor Kenichi Nakaya

International Planned Parenthood Federation/Fédération internationale pour le planning familial

Professor Bom Mo Chung

Mr. T. Katagiri

International Theatre Institute/Institut international du théâtre

Mr. Yoshiro Haneda

International Union of Socialist Youth/Union internationale de la jeunesse socialiste

Miss Sachico Taguchi

International Union of Students/Union internationale des étudiants

Mr. Fathi El Fadl

Mr. Georgui Danilov

Pan-Pacific and South East Asian Women's Association

Dr. R. Yamasaki

Pax Romana - International Movement of Catholic Students/Mouvement international des étudiants catholiques
Pax Romana - International Catholic Movement for Intellectual and Cultural Affairs/Mouvement international des intellectuels catholiques

Mr. Iwae A. Saeki

United Towns Organization/Fédération mondiale des villes jumelées

M. Reikichi Kojima

Women's International Democratic Federation/Fédération démocratique internationale des femmes

Miss Katsuko Akutsu

Women's International League for Peace and Freedom/Ligue internationale de femmes pour la paix et la liberté

Mrs. Ayako Nishimura

World Alliance of Young Men's Christian Associations/Alliance universelle des unions chrétiennes de jeunes gens

Dr. Tariho Fukuda

World Assembly of Youth/Assemblée mondiale de la jeunesse

Mr. Shigenori Kameoka

World Confederation of Labour/Confédération mondiale du travail

Mr. R. Martin

Mr. Yuso Iida

World Confederation of Organizations of the Teaching Profession/Confédération mondiale des organisations de la profession enseignante

Mr. Miguel B. Gaffud

World Federation of Trade Unions/Fédération syndicale mondiale

Mr. M. Gastaud

World Student Christian Federation/Fédération universelle des associations chrétiennes d'étudiants

Mr. Moon Kyu Kang

World Union of Catholic Women's Organizations/Union mondiale des organisations féminines catholiques

Mrs. Yoshiko Tatsumi

World Young Women's Christian Association/Alliance mondiale des unions chrétiennes féminines

Mrs. Hyun Ja Kim Oh

IV. SECRETARIAT OF THE CONFERENCE/SECRETARIAT DE LA CONFERENCE/ SECRETARIA DE LA CONFERENCIA/СЕКРЕТАРИАТ КОНФЕРЕНЦИИ

Director-General of Unesco/Directeur général de l'Unesco

Mr. René Maheu

Director-General's Executive Office/Cabinet du Directeur général

Mr. Vasile Vlad
Mrs. Nadine Chauveau

Assistant Director-General for Education/Sous-Directeur général pour l'éducation

Mr. Amadou-Mahtar M'Bow

Assistant Director-General's Executive Office/ Cabinet du Sous-Directeur général

Mr. Takashi Moriyama

Secretary-General of the Conference and Secretary of the Plenary/Secrétaire général de la Conférence et Secrétaire de la Plénière

Mr. John Cairns,
Acting Director, Department of Out-of-School Education/Directeur p.i., Département de l'éducation extrascolaire

Deputy Secretary-General/Secrétaire général adjoint

Mr. Akihiro Chiba,
Department of School and Higher Education/ Département de l'Enseignement scolaire et supérieur

Commission I

Director-General's Representative/Représentant du Directeur-général

Mr. Amadou-Mahtar M'Bow
Assistant Director-General for Education/Sous-Directeur général pour l'éducation

Secretary of Commission I/Secrétaire de la Commission I

Mr. Hanuš Körner
Adult Education Division/Division de l'éducation des adultes

Commission II

Director-General's Representative/Représentant du Directeur-général

Mr. Gunnar Naesselund
Director, Department of Mass Communication/ Directeur, Département des Moyens de Communication

Secretary of Commission II/Secrétaire de la Commission II

Mr. Paul H. Bertelsen
Adult Education Division/Division de l'éducation des adultes

Technical Advisers/Conseillers techniques

Mr. Bashir Bakri
Director, Unesco Regional Centre for Functional Literacy in the Rural Areas for the Arab States (ASFEC)/Directeur, Centre régional de l'Unesco d'Alphabétisation fonctionnelle en milieu rural pour les Etats arabes (ASFEC)

Mr. E. Anthony Fisher
Bureau of Statistics/Office des Statistiques

Mrs. Anna Lorenzetto
Director, Literacy Division/Directeur, Division de l'alphabétisation

Mr. Emmanuel Pouchpa Dass
Director, Division of Cultural Development/ Directeur, Division du développement culturel

Mr. Raja Roy Singh
Director, Unesco Regional Office for Education in Asia/Directeur, Bureau Régional d'éducation de l'Unesco pour l'Asie

Mr. Razanajohary
Unesco Regional Office for Education in Africa/ Bureau régional de l'Unesco pour l'éducation en Afrique

Mr. Miguel Soler Roca
Unesco Regional Office for Education in Latin America and the Caribbean/Bureau régional d'éducation de l'Unesco pour l'Amérique latine et les Caraïbes

Consultant

Dr. John Lowe,
University of Edinburgh

Annex VI

Conference Services/Services techniques de la Conférence

Conference Officer/Administrateur de la Conférence

Mr. J. Peter Urlik

assisted by/assisté de

Miss Cynthia Horn

Interpretation Service/Service d'interprétation

Mr. Alexandre Blokh

Translation and reproduction of documents/ Traduction et reproduction des documents

Head of team/Chef d'équipe

Mr. Youri Krivtsov

Documents Control and Reproduction/ Contrôle et Reproduction des Documents

Mr. Jacques Péan

Mr. Jacques Celiset

Public Information/Information du public

Mr. Richard Greenough

V. JAPANESE GOVERNMENT LIAISON SERVICE/SERVICES DE LIAISON DU GOUVERNEMENT JAPONAIS/SERVICIOS DE ENLACE CON EL GOBIERNO JAPONES/СЛУЖБА СВЯЗИ ЯПОНСКОГО ПРАВИТЕЛЬСТВА

Japanese Government Liaison Officer

Mr. Keitaro Hironaga

Deputy Liaison Officer

Mr. Kichimasa Soda

ANNEX VII

OFFICERS OF THE CONFERENCE

*President:	H.E. Mr. Toru HAGUIWARA (Japan)
*Vice-Presidents:	Dr. Raúl H. DI BLASIO (Argentina) Professor Stefan CHOCHOL (Czechoslovakia) H.E. Coronel Vicente ANDA (Ecuador) Mr. André BASDEVANT (France) Professor Dr. Wilhelm HAHN (Federal Republic of Germany) Mr. Lajos SÂRDI (Hungary) The Hon. Lucas NGURETI (Kenya) Mr. Salem SHWEIHDI (Libya) H.E. Alhaji Shettima Ali MONGUNO (Nigeria) H.H. Prince Khaled ben Fahad ben KHALED (Saudi Arabia) H.E. Mr. Lamine DIACK (Senegal) Mr. C.W. ROWLAND (United Kingdom) Dr. Robert M. WORTHINGTON (United States of America) Professor Alexei MARKOUCHEVITCH (Union of Soviet Socialist Republics)
*Rapporteur-General:	Mr. Lars Olof EDSTRÖM (Sweden)
Commission I	
*Chairman:	H.E. Mr. Nasser MOVAFAGHIAN (Iran)
Vice-Chairmen:	H.E. Dr. Raúl FERRER PÉREZ (Cuba) Mr. W.L. RENWICK (New Zealand)
Rapporteur:	Mr. Marcel HICTER (Belgium)
Commission II	
*Chairman	The Hon. Peter NICHOLSON (Canada)
Vice-Chairmen	Dr. Mohamed Ibrahim KAZEM (Arab Republic of Egypt) Professor José Santos URRIOLA (Venezuela)
Rapporteur:	Mr. J.F. CONCEICAO (Singapore)

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* Members of the Steering Committee (Rule 5.1 of the Rules of Procedure).